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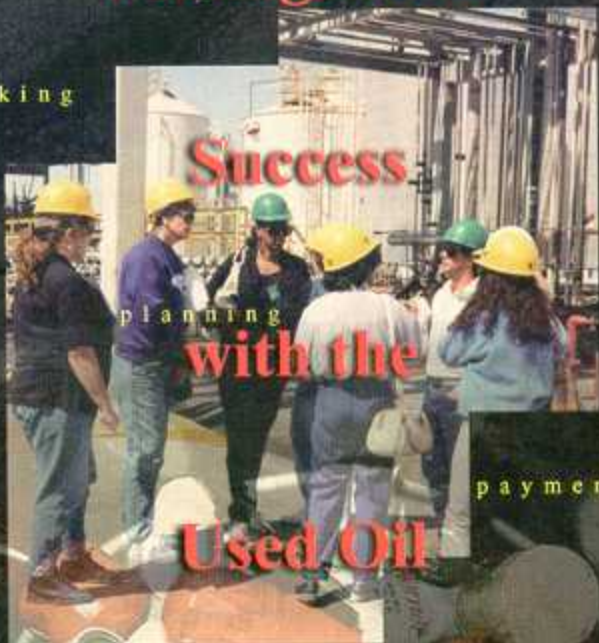
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California Integrated Waste Management Board



Linda Moulton-Patterson, Chair

1001 I Street • Sacramento, California 95814 • (916) 341-6000

Mailing Address: P. O. Box 4025, Sacramento, CA 95812-4025

www.ciwmb.ca.gov

Gray Davis
Governor

Winston H. Hickox
Secretary for
Environmental
Protection

November 22, 2002

To Used Oil Recycling Grantees:

Enclosed is a manual, *Grant Management Success with the Used Oil Recycling Program*, to replace the manual entitled *Finding Your Way Through The Evaluation Maze*. Our updated, revised manual contains two major sections: 1) a "Workbook for Reports, Payments and Other CIWMB Requirements" and 2) a "Guidebook for Planning, Tracking, and Evaluating Used Oil Recycling Programs." This manual is distributed to all Used Oil Recycling Block Grantees (Block Grants) as a tool to assist with the ongoing efforts to improve the Used Oil Recycling Programs in California.

The Workbook is a hands-on reference tool that shows grantees, in a step-by-step fashion, how to complete the CIWMB's Used Oil Recycling Block Grant reporting requirements. It also provides examples of how grantees can collect data to evaluate the performance of their program in a simple and concise way. The attached Guidebook assists grantees with program planning, data collection, evaluation, and reporting. It also provides more in-depth details on how to evaluate individual programs. In addition, the manual contains a compact disk (CD) that contains electronic copies of all the forms that are in the manual. You can also access these forms at:
www.ciwmb.ca.gov/HHW/Forms/default.htm - Grant.

The Used Oil Recycling Program will feature a workshop on this manual at the upcoming Annual Used Oil Forum, scheduled for December 5-6, 2002, at the Pasadena Hilton in Pasadena, California. It will give you the opportunity to get instructions and hands on practice in reporting and evaluating your program.

The Program would like to thank the Blue Planet Foundation for producing these valuable documents. In addition, we would like to thank all the grantees who contributed to both the old and new manual.

If you have any questions on the manual, please contact your Grant Manager.

Sincerely,

H. James Lee, Jr., Acting Branch Manager
Used Oil and Household Hazardous Waste Branch

California Environmental Protection Agency



Printed on Recycled Paper

The energy challenge facing California is real. Every Californian needs to take immediate action to reduce energy consumption. For a list of simple ways you can reduce demand and cut your energy costs, Flex Your Power and visit www.consumerenergycenter.org/flex/index.html.

S T A T E O F C A L I F O R N I A

Gray Davis
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Every Californian needs to take immediate action to reduce energy consumption. For a list of simple ways you can reduce demand and cut your energy costs, Flex Your Power and visit

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Protection

November 22, 2002

Dear Used Oil Recycling Grantees:

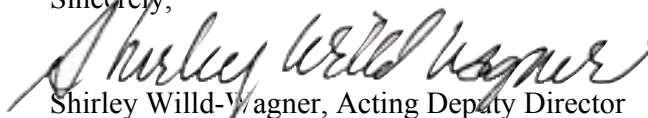
This manual, *Grant Management Success with the Used Oil Recycling Program*, is to replace the manual entitled *Finding Your Way Through The Evaluation Maze*. It contains two major sections: 1) a "Workbook for Reports, Payments and Other CIWMB Requirements" and 2) a "Guidebook for Planning, Tracking, and Evaluating Used Oil Recycling Programs."

How to utilize these two documents depends on your program's needs. If you have a program that is just beginning, then this manual provides a recipe for planning, gathering, evaluating, and reporting on your used oil recycling program. If you have an established program, then use this manual as a reference to improve upon your existing program and as a tool for completing your reporting requirements.

Programs often struggle with what evaluation is and how to approach it. Evaluation should be an integral part of your program. Ideally, evaluation is incorporated into a program during the planning stages. However, it is never too late to build evaluation into an existing program. The Guidebook will assist grantees with incorporating evaluation into every aspect of your program.

The California Integrated Waste Management Board encourages grantees to use these two resources to enhance and refine your programs to better serve your communities. If you have any questions or comments on the material, please contact your Grant Manager.

Sincerely,


Shirley Willd-Wagner, Acting Deputy Director
Special Waste Division

California Environmental Protection Agency

 Printed on Recycled Paper

The energy challenge facing California is real. Every Californian needs to take immediate action to reduce energy consumption. For a list of simple ways you can reduce demand and cut your energy costs, Flex Your Power and visit www.consumerenergycenter.org/flex/index.html.

Workbook

for Reports,

Payments,

and Other



CIWMB

Requirements

Workbook for Grant Reports, Payments, and Other CIWMB Requirements

Table of Contents

Acknowledgments	iii
References	iv
Overview	vii
Chapter 1—Introduction	
a. Workbook	1
b. Guidebook	1
Chapter 2—Reporting	
a. Introduction	5
b. Reporting and expenditure categories	5
c. Instructions for completing the annual report form	6
d. Required attachments	8
e. Sample annual report form—Crudemont (CIWMB 644)	10
f. Sample signature of authorization	17
g. Sample copies of public education materials	18
Chapter 3—Payment	
a. Introduction	23
b. Expenditure itemization summary (EIS)	24
c. Instructions for completing EIS	25
d. Sample EIS—Crudemont (CIWMB 667)	27
e. Payment request form	29
f. Instructions for completing payment request form	29
g. Sample grant payment request—Crudemont (CIWMB 87)	31
Chapter 4—Other CIWMB forms	
a. Introduction	33
b. Certified center site visit forms	33
c. Sample certified center site visit checklist— Crudemont Lube Shop (CIWMB 664)	36
d. Sample certified center site visit checklist—multiple sites (CIWMB 665)	37
e. Instructions for completing recycled-content certification form	39

f. Sample recycled-content certification form— City of Crudemont (CIWMB 74G).....	41
g. Publicity and education verification form.....	42
h. Sample publicity education verification form (CIWMB 661).....	45

Chapter 5—Blank Forms

a. Annual report form (CIWMB 644).....	49
b. Expenditure itemization summary (EIS) form (CIWMB 667).....	57
c. Grant payment request form (CIWMB 87).....	59
d. Certified center site visit checklist form (CIWMB 664).....	61
e. Certified center site visit checklist form—multiple sites (CIWMB 665)	63
f. Recycled-content certification form (CIWMB 74G).....	65
g. Publicity and education verification form (CIWMB 661).....	67

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For the materials created by program staff that are used in Appendix IV “Examples and Ideas.”

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reports**

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Overview

Background

In 1997, the Blue Planet Foundation, in collaboration with the California Integrated Waste Management Board (CIWMB), produced *Finding Your Way through the Evaluation Maze—Guidebook for Evaluating Used Oil Recycling Programs* to help grantees understand and implement evaluation. Then in 2001, the CIWMB streamlined its reporting requirements and determined that the original guidebook would be updated incorporating grantee feedback and new reporting requirements. Consequently, the manual *Grant Management Success with the Used Oil Recycling Program* was created, incorporating a workbook and guidebook for grantees to use as a reference.

Goal of used oil recycling programs

The development of Used Oil Recycling Programs is a mandate of the California Oil Recycling Enhancement Act (CORE). The intended goal of the used Oil Recycling Enhancement Act is to eliminate the illegal disposal of used oil, reduce the landfill disposal of used oil, facilitate the recycling of used oil into new uses, and promote secondary markets for recycled oil products.

Chapter 1

INTRODUCTION

Workbook

This workbook has examples of how to complete the California Integrated Waste Management Board's Used Oil Recycling Block Grant reporting requirements. The workbook contains:

- Blank reporting forms.
- Instruction for completing the forms.
- Samples of completed forms.

For those that desire a more in-depth evaluation of their program, the attached guidebook provides more detailed information on how to plan, collect data, and evaluate.

There are many benefits to evaluating your program. Following are a few benefits:

- Documents progression of a program.
- Provides background work necessary to justify the need in competitive grant applications.
- Tracks data required for reports.
- Assists in determining if money is being spent wisely.
- Assists programs in determining when adjustments need to occur.
- Works as a planning tool.

Guidebook

The attached guidebook is a general reference document designed to assist grantees who are new to the used oil grant program or those who wish to learn more about how to plan, implement, and evaluate their program. It is divided into 10 chapters that provide methods and ideas to plan and track a used oil recycling program and evaluate the progress of program activities. It also includes these useful references in the appendices:

- Appendix I: Behavior change.
- Appendix II: Social marketing.
- Appendix III: Outreach research—DIYers and used oil disposal.
- Appendix IV: Examples and ideas.

Developing your program work plan: A work plan will serve as a framework for developing, implementing, and evaluating an effective program. This process involves identifying and writing clear goals and objectives, then listing activities to support them. As a result, you will have developed a work plan that describes in detail everything you need to do to implement your program. You will easily see what you have accomplished and what still needs to be done. Chapter 3 of the guidebook outlines the process of developing your program work plan.

Tracking your program: Tracking your program activities will give you the information you need to fulfill reporting requirements and evaluate the overall effectiveness of your program. By analyzing this information, you can identify trends in areas such as oil collection and public awareness. Ideally, you will be able to establish a correlation between program efforts and results. Chapter 4 of the guidebook describes how to establish baselines, what types of records are important to maintain, and methods of compiling and recording essential program data.

Evaluating your program: Part of the evaluation process is to use the information you have collected and determine whether your activities have an effect on reaching your program goals. You will want to replicate activities that helped you fulfill your objectives and goals, and modify those activities that were not effective. Chapter 5 provides sample questions that will help you evaluate the progress and results of your program.

Chapters 6 through 9 outline methods and step-by-step instructions on gathering the data and information you need to complete each section of the Used Oil Block Grant annual report form.

Evaluating Used Oil Collection Opportunities: The most effective way to evaluate the success of your oil recycling program is to measure the amount of oil and filters turned in by DIYers. Chapter 6 outlines strategies to collect the measurement and evaluation data you need to fulfill reporting requirements and conduct evaluation. It includes methods to collect data on DIYer oil for each of the collection categories and provides examples for completing the oil collection portion of the Used Oil Block Grant annual report form. (See sample below.)

Quantity of Oil	Quantity of Filters (# of Filters)	Collection Type	Narrative of Collection Data; i.e., explain changes in data from prior reporting period, surveys used, or other pertinent information. (Expand rows if additional space is needed.)
9,416	142	Certified centers	Based on this data, the city plans to implement activities to increase the number of centers collecting filters and increase filter disposal education efforts.

Evaluating Community Events: If you track participation at community events, analyze survey results, and review the costs associated with participating in the event, you will have a more complete picture of the event's value to your overall program. Chapter 7 outlines methods you can use for tracking, provides sample survey questions, and shows examples to help you complete the Used Oil Block Grant annual report form. (See sample below.)

Beginning Date of Event(s)	Ending Date of Event(s)	Name of Event(s)	Attendance at Event(s)	Description and Summary of Event(s) (Expand rows if additional space is needed.)
10/13/2002	10/13/2002	A Date with Nature	600	We distributed 100 used oil activity books; participants made 120 water cycle bracelets; distributed 150 shop rags to DIYers. We had a 5 percent increase in our calls for our curbside collection program.

Evaluating School Education Programs: Maintaining accurate records on your school education programs serves several purposes. It helps you provide the CIWMB with the information they require and helps you validate your school program through quantitative data (number of presentations and students reached) and qualitative data (results). Chapter 8 includes methods you can use to compile data and examples of using this information to complete the school education section of the Used Oil Block Grant annual report form. (See sample below.)

	Ending Date of Event(s)	School Name and City	Attendance at Event(s)	Grade Level	Summary of Presentation (Expand rows if additional space is needed.)
11/15/2002	11/15/2002	Newport	120	Elementary	Oil staff used a "Closing the Loop on Oil Recycling" presentation and did the used oil to refined "oil key chain" activity. The pre- and post-survey results showed an increase in knowledge about oil recycling. Next time we are going to follow up with an essay contest.

Evaluating Public Education: The strategies outlined in Chapter 9 will help you evaluate the effectiveness of your public education program and its impact on your overall program. It includes information on understanding and reaching your target audience, describes different types of surveys, and provides methods for evaluating public education efforts.

Reporting Results: Program evaluation is conducted for a variety of reasons, including for grant reporting purposes. But ultimately, it is used for decision-making. Attention to effective evaluation reporting and communicating should be ongoing throughout the evaluation process. Chapter 10 outlines the benefits of compiling and analyzing data and provides examples of how to use graphs in displaying report information.

Chapter 2

REPORTING

Introduction

Used Oil Recycling Block Grant recipients are required to report activities conducted each fiscal year. The procedures and requirements for each block grant cycle lists what information must be included in a report. To simplify these requirements, a new Used Oil Block Grant August 15 annual report form was developed. This form can be used to meet the requirements listed in your block grant. Annual reports are due each August 15 covering the previous fiscal year (July 1–June 30). In order to continue to receive block grant funds each year, reports must be submitted on time by each grant recipient and approved by your CIWMB grant manager.

Report must be postmarked by August 15 of each year to the following address:

**California Integrated Waste Management Board
Used Oil Grant Program, MS-21
Attn: (Enter your grant manager's name)
PO Box 4025, 1001 "I" Street
Sacramento, CA 95812-4025**

Grantees that receive \$20,000 or less: Grantees receiving \$20,000 or less per fiscal year block grant cycle have the option of submitting a reduced progress report each August 15. For grantees receiving \$20,000 or less per grant cycle, completing the narrative responses is optional—only the minimum required sections must be completed. All other grantees must submit their report, completing all sections on the report form.

Reporting and Expenditure Categories

Use only the following categories when preparing the annual report and the expenditure itemization summary (EIS).

Permanent Collection Facilities: Establishment, maintenance, or operation of used oil and filter collection centers or permanent household hazardous waste collection facilities. Collection centers include: used oil certified centers, used oil non-certified centers, recycling only facilities (ABOPS), marina collection facilities, agricultural collection facilities, airport collection facilities.

Temporary or Mobile Collection: One-day or intermittent events, or mobile collection other than residential collection.

Residential Collection: Establishment, continuation, or expansion of curbside or door-to-door collection programs.

Load-Checking: Inspection of loads for used oil at solid waste landfills or transfer stations.

Publicity and Education: Development, printing, and distribution of any publicity or educational materials (except those used for stormwater mitigation).

Personnel/Other: Include all personnel costs (except for stormwater mitigation) for local government employees in this category. Do not include consultant/contractor personnel activities in this category. Consultant/contractor activities must be assigned to the program element they implemented. Include any other activities that cannot be assigned to another category.

Stormwater Mitigation: Installation and maintenance of filters, storm drain stenciling, all applicable costs of publicity and education, and personnel.

Instructions for Completing the Annual Report Form

Grantees are required to submit an annual report each August 15 that describes their program's activities from July 1 to June 30. The Used Oil Block Grant August 15 annual report form is a fill-in-the-blanks type of form. Below is information on what data needs to be inserted into the form:

1. **Grantee's name:** Agency name as it appears on the grant agreement form.
2. **Grant number:** Grant contract number assigned by the CIWMB, as it appears on the top right-hand corner of the grant agreement form.
3. **Report period:** Fiscal year the report covers.
4. **Contact information:** If the contact's name, address, and/or phone number has not changed, please check the "contact information has not changed" box. If the contact's name, address, and/or phone number has changed, please check the "update contract information" box and fill in the changed information on the lines provided. If the signature authority's name, address, and/or phone number has changed, please check the "update signature authority" box and fill in the changed information on the lines provided. Also, please attach a letter of authorization from the signature authority or a revised resolution.

Do-It-Yourselfer (DIYer) Collection Data and Summary: Provide the do-it-yourselfer collection data for each budget category for the period from July 1 to June 30.

5. **Permanent Collection Facilities:** Insert the quantity of oil collected by gallons and the quantity of filters collected by collection type. For each collection type provide a brief narrative summary. If your program does not use a particular collection type, please insert N/A for not applicable. In addition, please insert the number of certified and non-certified centers at the beginning and end of the reporting period.
6. **Temporary or Mobile Collection:** Insert the quantity of oil collected by gallons and the quantity of filters collected by collection type. For each collection type, provide a brief narrative summary. If your program does not use a particular collection type, please insert N/A for not applicable. In addition, please insert the number of temporary collection events held and the number of vehicles served at these events.
7. **Residential Collection:** Insert the quantity of oil collected by gallons and the quantity of filters collected by collection type. For each collection type provide a brief narrative summary. If your program does not use a particular collection type please insert N/A for not applicable.
8. **Load Check:** Insert the quantity of oil collected by gallons and the quantity of filters collected from your load-check program at landfills and transfer stations. Provide a brief narrative summary. If your program does not use a particular collection type, please insert N/A for not applicable.
9. **Community Events:** Insert the date of event(s), name of the event(s), and the number of people who attended the event(s). For each event provide a description and summary that includes the following: 1) description of event, 2) type of survey used and the results, 3) feedback to indicate that the event reached and informed your target audience successfully, and 4) how can you better improve the effectiveness of this event. If your program does not participate in community events, please insert N/A for not applicable.
10. **School Education:** Insert the date of event(s), location of the event(s), and the number of attendees at the event(s) for each grade level, elementary, junior high or middle school, high school, and college or university. For each event provide a description and summary that includes the following: 1) description of event, 2) feedback to indicate that the presentation was or wasn't effective and age appropriate, and 3) how can you improve the effectiveness of this event. If your program does not participate in school education activities, please insert N/A for not applicable.
11. **Media Outreach:** Insert a brief description of any media outreach including all public education not previously covered under community events and school education, including radio, television, billboards, public transportation signs (buses, bus stops), theater displays, print media (newspapers, newsletters, magazines, bill inserts, direct mail, etc.) and other media. If your program does not use media outreach, please insert N/A for not applicable.

12. **Storm Drain Filters:** Insert number of filters installed and the type of filters installed by location. For each location describe how the filters are to be recycled, reused or disposed. If your program does not use storm drain filters, please insert N/A not applicable.
 13. **Stencil/Markers:** Insert the number of storm drains stenciled or marked during the reporting period.
 14. **Stormwater Mitigation:** Insert a brief description of stormwater mitigation activities such as: 1) installation, maintenance, and recycling/reuse/disposal of the filters, and 2) publicity and education. If your program does not participate in stormwater mitigation activities, please insert N/A for not applicable.
 15. **Discussion of Work to Be Completed Next Reporting Period:** Insert a brief description of what work will be completed during the next reporting period (July 1 to June 30). In addition, briefly describe any other activities/data not presented in report.
-

Required Attachments

1. **Permanent Collection Facilities, Temporary or Mobile Collection, Residential Collection, and Load-Check:** Attach: photographs of any infrastructures (permanent HHW facilities, storage sheds, signage, etc.) paid for by grant funds this reporting period.
2. **Community Events:** Attach: a) two copies of public education materials and one copy of premiums. When premiums are too large to submit, please attach two photographs for each item. In addition, attach any surveys, quizzes, or assessments used.
3. **School Education:** Attach: a) two copies of public education materials and one copy of premiums. When premiums are too large to submit, please attach two photographs for each item. In addition, attach any surveys, quizzes, or assessments used.
4. **Media Outreach:** Attach: copies of public education materials (except videos, cassettes, and CDs—one each). Videos should be in VHS format, and radio ads should be on cassette tape or compact disk. If items are too large to submit, attach two photographs per item.
5. **Stormwater Mitigation:** Attach: two copies of public education materials and one copy of premiums pertaining to stormwater mitigation. When premiums are too large to submit, please attach two photographs for each item. In addition, attach photographs of stormwater filters, stenciling, and signage.

6. Grantees *must* complete and attach an **expenditure itemization summary (EIS)** covering expenses for the period January 1–June 30. The EIS must include interest accrued and be signed by the approved signature authority for your grant.
7. Grantees must complete and attach the recycled content verification form if products were purchased during the reporting period.
8. Grantees must complete and attach the publicity and education requirements verification form if premiums were purchased during the reporting period.

Used Oil Block Grant August 15th Annual Report Form

Grantees are required to submit an Annual Report each August 15th (**for each grant cycle**) that describes their program's activities from July 1st to June 30th.

1. Grantee's Name: City of Crudemont

2. Grant Number: UBG8-02-9999

3. Report Period: July 1–June 30, 2003

4. Contact Information:

- ☐ Contact information has not changed
☒ Update contact information

Name: Cynthia Recycler
Title: Recycling Coordinator
Address: 123 Lead Street, Crudemont, CA 99999
Phone number: (999) 999-9999
Fax number: (999) 999-9999
Email address: CynthiaRecycler@CityofCrudemont.gov

- ☒ Update signature authority*

Name: Joseph Iron
Title: Administrative Director
Address: Same address as above
Phone number: (999) 999-9999
Fax number: (999) 999-9999
Email address: JosephIron@CityofCrudemont.gov

*Attached letter of authorization from signature authority (attachment 1)

Do-It-Yourselfer (DIYer) Collection Data and Summary

Grantees receiving \$20,000 or less per grant cycle have the option of not responding to question 5d, 6d, 7d, 8d, 9e, 10f, and 15.

Conversion Factors: One 55-gallon drum of uncrushed filters equals 250 filters and one 55-gallon drum of crushed filters equals 750 filters. One filter equals 1.5 pounds. One gallon of used oil equals 8.5 pounds if you are using volumes from the Form 303.

5. Permanent Collection Facilities

5a. Quantity of Oil (Gallons)	5b. Quantity of Filters (# of Filters)	5c. Collection Type	5d. Narrative of Collection Data, i.e. explain changes in data from prior reporting period, surveys used, or other pertinent information. (Expand rows if additional space is needed.)
1,711	52	Certified centers	From the previous reporting period we increased oil collection by 7% and filter collection by 3%.
391	25	Non- certified centers	Only four of the five centers provided data. The fifth center started to collect oil in January and filters in May. Will work with the remaining center to obtain data during the next reporting period.
952	79	Recycling only (ABOPS)	Facility opened in February. No previous data to compare.
550	66	Permanent HHW facility	Facility is only open three days a week. From previous reporting period we had a 10% increase in oil and filters.
1,255	27	Agricultural	Conducted one amnesty event in September. This was our first event. Due to the large amount of oil collected, we will be conducting another event this fall. We will conduct further outreach to increase the amount of filters collected.
461	0	Marina	An oil tank was installed at Watery Marine in January. During the first six months we have had numerous comments on how convenient the tank has been for those that change their oil in the harbor.
277	0	Airport	This program has had a slow start. The local fire department required additional safety equipment be installed. The tank was finally installed in May. During only one month of operation, we have collected 277 gallons. We will be placing flyers at the airport reminding customers about the recycling opportunities available.
5e.		Number of Centers on July 1, 2002.	Number of Centers on June 30, 2003.
Certified Centers		13	12
Non-Certified Centers		4	5

6. Temporary or Mobile Collection

6a. Quantity of Oil (Gallons)	6b. Quantity of Filters (# of Filters)	6c. Collection Type	6d. Narrative of Collection Data, i.e. explain changes in data from prior reporting period, surveys used, or other pertinent information. (Expand rows if additional space is needed.)
525	67	One or Multiple Day Event(s)	Last year we conducted six events. This year due to a staff shortage we were only able to conduct four events. Last year we averaged 100 gallons per event and this year we are averaging 131 gallons per event. This represents a 24% increase in oil collected. However, our filters collection has dropped 4%. Will create additional educational material to address filter collection.
N/A	N/A	Mobile	N/A

6e. Collection Events

Number Held: 4

Number of Vehicles Served: 179

7. Residential Collection

7a. Quantity of Oil (Gallons)	7b. Quantity of Filters (# of Filters)	7c. Collection Type	7d. Narrative of Collection Data, i.e. explain changes in data from prior reporting period, surveys used or other pertinent information. (Expand rows if additional space is needed.)
23,166	588	Curbside	The curbside program has been in existence for four years. Last year door hangers advertising the program were distributed to each residence. Due to this outreach, we have increased oil collection by 17% and filter collection by 23%.
N/A	N/A	Door-to-door	N/A

8. Load-Check

8a. Quantity of Oil (Gallons)	8b. Quantity of Filters (# of Filters)	8c. Collection Type	8d. Narrative of Collection Data, i.e. explain changes in data from prior reporting period or other pertinent information. (Expand rows if additional space is needed.)
87	4	Landfills or transfer stations	Due to staffing shortage at the landfill, load-checking was only conducted on Saturdays. Last year load-checking was conducted four days a week with 353 gallons of oil and 16 filters collected. However, we do not have a change in data, we still are averaging 7 gallons a month.

9. Community Events

9a. Beginning Date of Event(s)	9b. Ending Date of Event(s)	9c. Name of Event(s)	9d. Attendance at Event(s)	9e. Description and Summary of Event(s) (Expand rows if additional space is needed)
5/18/2003	5/20/2003	Crudemont Auto Show	11,500	The two-day auto show displayed more than 300 cars. During the event we gave out 300 funnels to those that completed our survey. The survey results indicated that 33% of those that recycled their oil take the oil to a certified center. Another 53% use the curbside program and 7% took their oil to a one-day event.
8/15/2002	8/23/2002	Crudemont Environmental Fair	65,000	This event was held at the county fairgrounds with more than 800 vendors. We displayed our used oil booth and promoted the new ABOP facility. We handed out our HHW brochure and used oil funnels that promoted the 1-800-CLEANUP hotline number.
12/05/2002	12/05/2002	Water Festival	5600	During this event we handed out 200 boater kits to those that completed a pledge form. The

				pledge form indicated they would use the oil tank at Watery Marina when they dispose of their oil.
4/19/2003	4/19/2003	Earth Day at Regan Community College	875	During this event we had students complete a pledge form indicating they would recycle their oil by calling 1-800-CLEANUP to locate a center. Collection containers were distributed to the 175 students that completed a pledge form.

10. School Education

10a. Beginning Date of Event(s)	10b. Ending Date of Event(s)	10c. School Location	10d. Attendance at Event(s)	10e. Grade Level	10f. Summary of Presentation (Expand rows if additional space is needed.)
9/16/2002	9/16/2002	Crudemont High School	350	Senior High School	The city's education department conducted three presentations promoting oil, filter, and HHW recycling. Each student was given a magnet displaying the 1-800-CLEANUP hotline number.
10/21/2002	10/21/2002	Crudemont Elementary School	219	6th Grade Class	The city's education department conducted two presentations promoting oil, filter, and HHW recycling. Each student was given a magnet displaying the 1-800-CLEANUP hotline number.
11/15/2002	11/15/2002	Jefferson High School	421	Senior High School Class	The city's education department conducted four presentations promoting oil, filter, and HHW recycling. Each student was given a magnet displaying the 1-800-CLEANUP hotline number.
2/1/2003	2/1/2003	Kennedy High School	392	Senior High School Class	The city's education department conducted three presentations promoting oil, filter, and HHW recycling. The presentations were given

					to the driver education classes. Each student was given a magnet displaying the 1-800-CLEANUP hotline number. A pre-survey indicated that only 20% of the students knew that oil could be recycled.
3/28/2003	3/28/2003	Roosevelt High School	457	Senior High School Class	The city's education department conducted five presentations promoting oil, filter, and HHW recycling. Each student was given a magnet displaying the 1-800-CLEANUP hotline number.

11. Media Outreach

Briefly describe media outreach activities including all public education not previously covered under community events or school education. (Expand if additional space is needed)

A new brochure educating the public on recycling used oil, filter, and other HHW is being developed. Our current brochure is more than four years old and needs to be updated. We are in the process of formatting the brochure and should submit it next month for approval. Our "Oil Wizard" PSA was broadcasted on local radio station KOIL during July–October. During this period our hotline received a 49% increase in phone calls. We also have placed billboards on Highways 9 and 100 advertising the 1-800-CLEANUP hotline number for recycling.

12. Storm Drain Filters

12a. # Of Filters Installed	12b. Type of Filters Installed	12c. Location of Filters	12d. How Are Filters Recycled, Reused, or Disposed (Expand rows if additional space is needed.)
N/A	N/A	Residential	N/A
N/A	N/A	Business/commercial	N/A

13. Stencils

Number of storm drains stenciled: 25

14. Stormwater Mitigation

Briefly describe stormwater mitigation activities including public education. (Expand section if additional space is needed)

We currently do not have a stormwater program. We are in the beginning stages of researching the need for such a program in our community.

15. Briefly Discuss Work to Be Completed Next Reporting Period and any Other Activities/Data Not Presented in Report.

(Expand section if additional space is needed)

We will be continuing to conduct surveys at our events and comparing the results to last year's. We will also be conducting additional promotions to advertise our new ABOP facility. Our current brochure is four years old and will be updated to reflect the new programs that have been established. The remaining interest from our block grant will be used for the printing of the brochure.

Attachments:

Attachment 1—Sample signature authorization

Attachment 2—Copies of public education materials

Attachment 3—Completed expenditure itemization summary

Attachment 4—Recycled-content certification form

Attachment 5—Publicity and education verification form

Sample Signature of Authorization

**City of Crudemont
2410 Elm Street
Crudemont, CA 99999
Mayor, Peter Zinc
Incorporated in 1888**

August 10, 2003

Ms. Edith Mercury, Grant Manager
California Integrated Waste Management Board
Used Oil & HHW Program
P.O. Box 4025
Sacramento, CA 95812

Subject: Grant Signature Authority

This letter serves as authorization for Joseph Iron, Administrative Director for the City of Crudemont, to sign all California Integrated Waste Management Board grant applications, contracts, payment requests, amendments, and reports on my behalf.

Thank you for the California Integrated Waste Management Board support for the last six years. Our programs have been able to expand because of these funds. If you have any questions, you can reach me at (999) 999-9999.

Sincerely,

Peter Zinc

Peter Zinc, Mayor
City of Crudemont

CC: Joseph Iron, Administrative Director
Cynthia Lead, Recycling Coordinator

Sample Copies of Public Education Materials



Large funnel for our agricultural audience with the sticker displaying the Used Oil logo and words: “Recycle Used Motor Oil & Filters” and 1-800-CLEANUP.



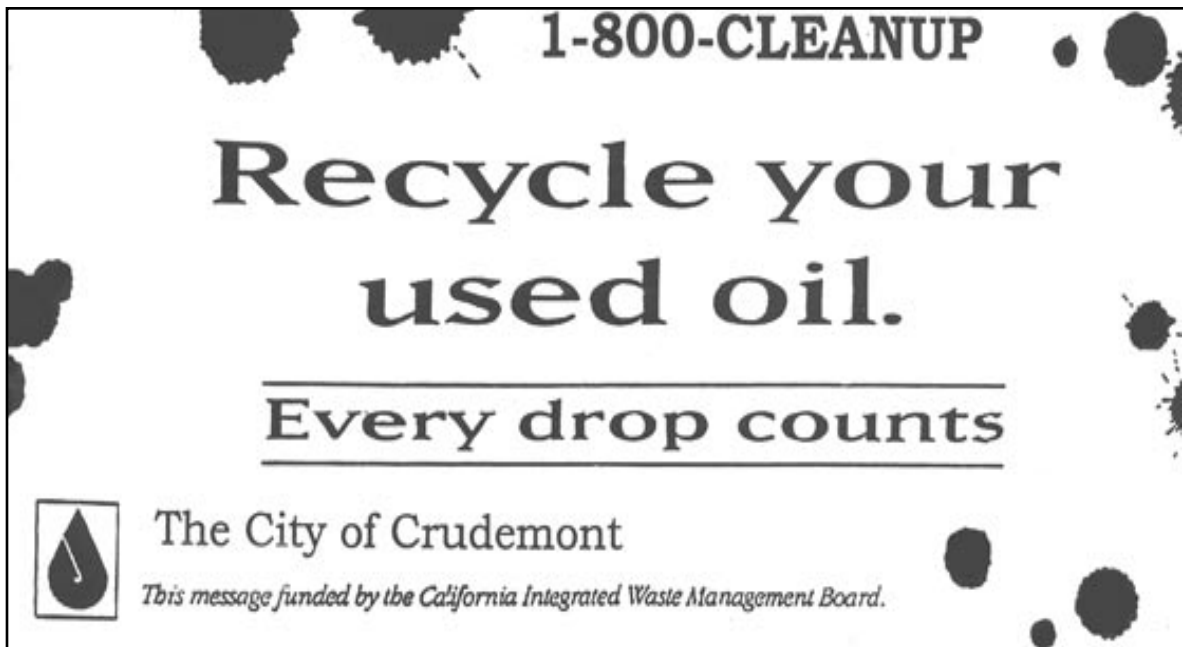
DIYer funnel with the sticker displaying the Used Oil logo and the words: “Recycle Used Oil & Filters” and 1-800-CLEANUP.



Newspaper advertisement.



Recycled used oil poster.



Billboard.



Magnet.



Boating kit.



15-gal. oil container.

Radio PSA on KOIL Station, Length: 60

AFTER A HARD WORKOUT (SFX: HUFFING AND PUFFING) OR A LONG DAY OF PLAYING (SFX: CHILD'LAUGH) IT'S NICE TO HAVE A CRISP, COOL GLASS OF WATER (SFX: THICK, BUBBLING SOUND)....THAT TASTES LIKE PETROLEUM?

EVERY DAY, GALLON AFTER GALLON OF USED OIL, DISPOSED OF IMPROPERLY, MOVES FROM THE GROUND....INTO OUR WATER SUPPLY. THAT MEANS YOU AND I, YOUR FAMILY AND MINE, MAY BE CHOKING DOWN REFRESHMENT MEANT FOR OUR CARS.

NONE OF US SET OUT TO POUR OIL INTO THE GROUND OR DUMP IT IN A TRASH CAN....WE CERTAINLY DON'T WANT TO PUT IT INTO OUR DRINKING WATER. NOW, AVOIDING THAT MEANS CORRECTLY DISPOSING OF YOUR UNCONTAMINATED USED OIL.

SIMPLY PUT YOUR OLD OIL IN A LEAK PROOF CONTAINER....BE CAREFUL NOT TO MIX IT WITH ANY OTHER CHEMICALS OR COMPOUNDS.... AND TAKE IT TO YOUR NEARBY COLLECTION CENTER. CRUDEMONT RESIDENTS CALL 1-800-CLEANUP FOR THE LOCATION OF YOUR LOCAL COLLECTION CENTER. IF YOU'RE CONCERNED WITH YOUR DRINKING WATER....YOUR CHILDREN'S DRINKING WATER....CALL 1-800-CLEANUP FOR THE COLLECTION CENTERS NEAREST YOU. DISPOSING OF USED OIL IS EASY, CONVENIENT AND... MOST OF ALL..., IT'S THE RIGHT THING TO DO. DON'T BE A DIPSTICK, RECYCLE YOUR USED OIL.

THIS MESSAGE BROUGHT TO YOU BY THE CITY OF CRUDEMONT, AND FUNDED BY A GRANT FROM THE CALIFORNIA INTEGRATED WASTE MANAGEMENT BOARD.

Chapter 3

PAYMENT

Introduction

Two types of grant payment forms are required. The expenditure itemization summary (EIS) is required twice a year. It itemizes the grant expenditures that were used with the funds advanced to the grantees. The grant payment request form is required at the end of the grant for reimbursement of the 10 percent retention. The following describes how to complete both forms.

Sequence of Spending: Each fiscal year, block grant recipients receive 90 percent of their block grant awards in advance. Advancement of funds is conditional upon full repayment of all outstanding block grant funds owed to the Board. The remaining 10 percent will be released to the grantee on a reimbursement basis at the conclusion of the grant once grantee has complied with all grant provisions. This means that the grantee will have to incur the costs for the entire 10 percent withheld amount before requesting reimbursement. Your block grant is not completed until the 10 percent withheld amount *and* all accrued interest is expended and accounted on the grant's final EIS.

You must spend all of the available funds from the oldest block grant *prior* to spending any funds from more recent block grants. For example, use all funds from your seventh cycle grant (90 percent advance, 10 percent withheld, and interest accrued) before showing any eighth cycle expenses on your EIS.

It is acceptable and encouraged to split an invoice across two separate block grants in order to “zero out” all funds in your oldest block grant before using funds from a more recent block grant.

To be reimbursed for the withheld 10 percent of your grant, submit a grant payment request form along with the final EIS. The withheld 10 percent will be reimbursed. A blank payment request form and an example of a completed one are included in this workbook, on the compact disk (CD) attached to the binder, and they also can be downloaded from the CIWMB Web site at: www.ciwmb.ca.gov/Grants/Forms/Payment.doc.

Remember that each block grant cycle must be tracked and accounted for separately. All grant funds must be placed in an interest-bearing account with a fully-insured financial institution. All interest accrued and received from this account may be used only for eligible expenses related to the grant. Interest accrued must be stated on each EIS. Expenses made against interest accrued should be shown on the final EIS of the grant.

Any unused accrued interest must be returned to the Board at the end of the grant term. Grantees should contact their administration and finance office to establish a process to track and report this interest. Questions regarding tracking interest can be e-mailed to Roger Ikemoto at rikemoto@ciwmb.ca.gov.

Sample Sequence of Spending

Payment request for reimbursement of the 10 percent withheld:

Grant payment	\$100,000	\$21,408	Aug. 15, 2003
10% retention	\$ 10,000	\$11,408	Remaining from advance
Advance	\$ 90,000	\$10,000	Request for reimbursement
Feb. 15, 2003	\$ 78,592		
Remaining	\$11,408		

Expenditure Itemization Summary (EIS)

Grantees are required to submit an expenditure itemization summary (EIS) twice a year to the CIWMB. The EIS is the tool used to provide the CIWMB an account of what expenses have occurred with the grants funds advanced paid to grantees. The EIS must detail every one of your expenses during the reporting period. The EIS forms are due:

- February 15 covering expenses from the previous July 1 to December 31 period.
- August 15 covering expenses from the previous January 1 to June 30 period.

Please see the reporting and expenditure categories listed below when preparing the EIS. Only directly applicable eligible expenses should be included. Summarize all of the expenses that were incurred over the six-month reporting period and use only the categories that are applicable to your grant program. For each category, identify the related tasks and expenses. If you have more than one invoice from a company, list them separately on the EIS. Include invoice numbers.

Expenditure Categories:

Permanent Collection Facilities—Includes eligible expenses for collection centers; permanent household hazardous waste collection facilities (PHHWCF); and antifreeze, battery, oil, and paint (ABOP) facilities. (See Chapter 5, Expenditures, for additional guidance.)

Temporary or Mobile Collection—Eligible expenses for temporary events at an established facility, and mobile events. (See Chapter 5, Expenditures, for additional guidance.)

Residential Collection—Curbside or door-to-door collection of used oil and filters.

Load-Checking Program—Inspection of loads for used oil at solid waste landfills or transfer stations.

Publicity and Education—All eligible publicity, public education, and community outreach events (except those related to stormwater mitigation). A partial list of examples include newspaper ads, radio spots, public service announcement TV spots, flyers, brochures, door hangers, utility bill inserts, billboards, collection center handouts (such as “shelf talkers”), and premiums. Material/supply expenses for community events and school presentations should be included here, but personnel expenses should be placed into the personnel/other category.

Personnel/Other—Include directly applicable personnel expenses for employees of the grant jurisdiction. Also include other non-stormwater expenses that do not fit into any other category. Personnel costs associated with stormwater mitigation should be included in the stormwater category. Contractor or consultant hours should not be included in this section; they should be placed into the other appropriate categories.

Stormwater Mitigation: Installation and maintenance of filters, storm-drain stenciling, all applicable costs of publicity and education, and personnel. A maximum of 50 percent of your block grant may be spent on all stormwater mitigation program expenses.

Certification: The EIS should include the following certification:

“I certify that the above information is correct and that all funds received have been expended in accordance with the Used Oil Recycling Block Grant—Fiscal Year 2002–2003 Agreement.”

The certification should be dated and signed by the person authorized in your resolution. A sample EIS with the certification can be found on the next page. **An EIS received without the certification will not be approved.**

Instructions for Completing EIS

The EIS must include:

- Expenditures in the proper reporting categories.
- Invoice number, date, and quantity.
- The title of position, hours worked, rate of pay with benefits, and their tasks for each line item in the personnel section.
- An accounting for interest accrued during reporting period.
- The certification language.
- A signature from the grant’s signature authority that is listed in the resolution.

If your trip was:	To be able to claim	Travel Reimbursement Guideline
<i>Less than 24 hrs</i>	Breakfast	Travel time must begin at or before 6:00 a.m. and ends at or after 9:00 a.m.
	Dinner	Travel begins at or before 4:00 p.m. and ends at or after 7:00 p.m.
<i>More than 24 hrs</i>	Breakfast	Travel time must begin at or before 6:00 a.m. and ends at or after 8:00 a.m.
	Lunch	Travel begins at or before 11:00 a.m. or if travel ends at or after 2:00 p.m.
	Dinner	Travel begins at or before 5:00 p.m. and ends at or after 7:00 p.m.

<i>Breakfast</i>	Actual up to \$6	<i>Incidentals</i>	Actual up to \$6.00
<i>Lunch</i>	Actual up to \$10	<i>Lodging with receipt</i>	Actual up to \$84 + tax
<i>Dinner</i>	Actual up to \$18	<i>Lodging without receipt</i>	No lodging allowed w/o receipt

Note: When required to conduct grant business and obtain lodging in the counties of Alameda, San Francisco, San Mateo, Santa Clara; and Central and Western Los Angeles, reimbursement will be for actual receipted lodging to a maximum of \$110 plus tax.

STATE OF CALIFORNIA
CIWMB 667 (New 9/02)CALIFORNIA INTEGRATED WASTE
MANAGEMENT BOARD

Expenditure Itemization Summary
Grantee's Name: City of Crudemont
Grantee's Grant Number: UBG8-02-9999
For Expenses Incurred Between: January 1 and June 30, 2003

Permanent Collection Facility (Expand rows and columns as needed)

Vendor and Expense Description	Invoice Date	Invoice Number	Quantity	Dollar Amount
Fresh & Clean Environmental Inc.—used oil and filter collection	5/2/2003	#14345	1	\$150
Oil-In-A-Drum Co.—two 500-gallon used oil storage tanks	2/2/2003	#557	1	\$740
Oops-See-Daisy Inc.—spill response kit	1/1/2003	#90	1	\$250
Dewey, Putnam and Hyde Consultants—designs to build a new HHW facility*	5/5/2003	#789	1	\$1,200
Ben's Fencing—fencing for new HHW facility	3/25/2003	#7376	1	\$985
Subtotal				\$3,325

Temporary or Mobile Collection (Expand rows and columns as needed)

Vendor and Expense Description	Invoice Date	Invoice Number	Quantity	Dollar Amount
Fresh & Clean Environmental Inc.—used oil and filter collection at quarterly Crudemont HHW event	6/1/2003	#367	1	\$525
				\$
Subtotal				\$525

Residential Collection (Expand rows and columns as needed)

Vendor and Expense Description	Invoice Date	Invoice Number	Quantity	Dollar Amount
T-Rex Oil Haulers—curbside used oil and filter collection invoice	4/15/2003	#915709	1	\$1,100
T-Rex Oil Haulers—curbside used oil and filter collection invoice	5/12/2003	#73743	1	\$1,100
Subtotal				\$2,200

Publicity and Education (expand rows and columns as needed)

Vendor and Expense Description	Invoice Date	Invoice Number	Quantity	Dollar Amount
Signs unlimited—used oil recycling posters	1/30/2003	#782	5000	\$3,000
Oil-In-A-Drum Co.—15 quart used oil containers	4/15/2003	#4567	500	\$2,500
KOIL—radio ads for collection events	3/30/2003	#7899	25	\$500
ABC Supplies—funnels	4/5/2003	#55	600	\$300
Boats R Us—boater kits	5/11/2003	#345	200	\$200
Happy Plastics—agricultural funnels	2/1/2003	#21	500	\$1,000

Bill BillBoards—billboards for highway	2/5/2003	#321	2	\$500
Sunset Shores Daily Bugle—newspaper ads	4/6/2003	#8777	13	\$1,500.00
Subtotal				\$9,500

Personnel/Other (expand rows and columns as needed)

Position Title and Duties	Hours	Rates with Benefits		Dollar Amount
Director—grant administration	10	\$30/hr.		\$300
Recycling coordinator—grant supervision and site visits	175	\$25/hr.		\$4,375
Travel Expense Description			Staff's Names	
Travel expense claim—mileage and per diem for used oil recycling conference				\$153
Used oil recycling conference registration fee (project coordinator)				\$30
Other—Please Describe				
				\$
				\$
Subtotal				\$4,858

Stormwater Mitigation (Expand rows and columns as needed)

Vendor and Expense Description	Invoice Date	Invoice Number	Quantity	Dollar Amount
PCB consultants—development of survey to determine what type of program may be needed	6/1/2003	#78676	1	\$1,000
				\$
Subtotal				\$1,000

EXPENDITURE ITEMIZATION GRANT TOTAL:

\$21,408

Interest posted for period: 01/01/03 through 06/30/2003

(+\$4,895)

*Invoice totaled \$1,600, charged \$1,200 to this (UBG8) grant and charged \$400 to UOG5-01-9999 grant.

CERTIFICATION

I certify that the above information is correct and that all funds received have been expended in accordance with the Used Oil Recycling Block Grant—Fiscal Year 2002–2003 Agreement.

Joseph Iron

Signature of person authorized by resolution

August 12, 2003

Date signed

Payment Request Form

After all available grant funds have been expended you must submit:

- A complete report using the August 15 reporting format.
- EIS showing that all remaining grant funds have been properly expended, including the 10 percent reimbursable amount and the total interest accrued.
- Payment request form for an amount up to the 10 percent reimbursable.

The person authorized in your resolution *must* sign both the EIS and the payment request form. The payment request form is required in order for the CIWMB to release the remaining 10 percent of the grant funds.

Instructions for Completing Payment Request Form

1. **Grantee's Name:** Agency or business name as it appears on the grant agreement.
2. **Grantee's Invoice Number:** Number assigned to payment request form by the grantee (optional).
3. **Grant Number Assigned by CIWMB:** Grant contract number assigned by the CIWMB as it appears on the top righthand corner of the grant agreement.
4. **Type of Payment:** Check "reimbursement" if this is a regular payment request; check "advance" only if advance payment request is accompanied by a letter justifying the request (the advance payment request must be approved by the CIWMB program manager); check "final" when all tasks have been completed.
5. **Payment Request Number:** Begin with the number 1 on your first request for funds and number all subsequent requests consecutively.
6. **Amount Requested:** Amount that is being requested for payment.
7. **Send Warrant To:** Agency or business name as it appears on the grant agreement. Subsequent lines are for the contact person's name and mailing address.
8. **Certification:** Signature of the person authorized in the resolution/letter of authorization included with the grantee's application. Please also type or print this person's name, title, and date of signature.

Please mail this form with supporting documents (if applicable) to:

**California Integrated Waste Management Board
Attention: (CIWMB Grant Manager) MS-21
P.O. Box 4025
Sacramento CA 95812-4025**

The following items will be completed by CIWMB staff:

9. **Amount of Payment Requested:** Amount of this payment request.
10. **Less Withhold:** Withhold amount authorized in the grant agreement. The CIWMB project manager will calculate any withhold based on the amount of the payment.
11. **Other:** Miscellaneous additions or deductions as determined by the CIWMB project manager.
12. **Amount Authorized For Payment:** Amount authorized by the CIWMB project manager for reimbursement on this payment request.
13. **Comments:** CIWMB project manager's explanation of the miscellaneous additions or deductions of this payment request, as well as other comments related to this payment request.
14. **Date Received:** Date payment request received by the CIWMB.
15. **CIWMB Project Manager Approval:** Signature and date of the CIWMB project manager's approval of this payment request.
16. **CIWMB Grant Program Manager Approval:** Signature and date of the CIWMB grant program manager's approval of this payment request.

1. GRANTEE'S NAME (AS APPEARS ON GRANT AGREEMENT)	2. GRANTEE'S INVOICE NUMBER	3. GRANT NUMBER ASSIGNED BY CIWMB
City of Crudemont	01	UBG8-02-9999
4. TYPE OF PAYMENT (Attach itemization and documentation) <input type="checkbox"/> REIMBURSEMENT <input type="checkbox"/> ADVANCE <input checked="" type="checkbox"/> FINAL 10% Withheld	5. PAYMENT REQUEST NUMBER 01	6. AMOUNT REQUESTED \$10,000
7. SEND WARRANT TO: AGENCY / BUSINESS NAME		
City of Crudemont		
AGENCY / BUSINESS CONTACT		
Ms. Oily, Accountant (999) 999-9999		
AGENCY / BUSINESS MAILING ADDRESS (INCLUDE STREET, CITY, STATE, ZIP CODE)		
123 Lead Street, Crudemont, California 99999		

8. I certify that the above information is correct and that all funds received have been or will be expended in accordance with the approved agreement for California Integrated Waste Management Board grant funding.

DATE SIGNED

August 10, 2003

Mr. Joseph Iron, Administration Director

TO BE COMPLETED BY CIWMB STAFF ONLY	
9. AMOUNT OF PAYMENT REQUESTED	\$
10. OTHER	\$
11. AMOUNT APPROVED	\$
12. LESS WITHHOLD (IF APPLICABLE AND AUTHORIZED IN GRANT AGREEMENT)	\$
	\$
13. AMOUNT AUTHORIZED FOR PAYMENT	\$
14. COMMENT(S)	15. DATE RECEIVED
16. CIWMB PROJECT MANAGER APPROVAL	DATE APPROVED
17. CIWMB GRANT PROGRAM MANAGER APPROVAL	DATE APPROVED

Chapter 4

OTHER CIWMB FORMS

Introduction

The following section contains CIWMB forms that are also required for all Used Oil Recycling Block Grant (BG) recipients. The certified center and checklist forms must be completed each year and submitted to your grant manager. The recycled-content certification form must be completed semiannually for BG8. However, the exception is with BG6 and BG7, where the recycled-content form can be completed and attached at the end of the grant period. The publicity and education verification form must be completed each year with your annual report if you produced any public or school education material.

Certified Center Site Visit Forms

Certified centers are a critical component to a successful used oil and filter recycling program. Staff at these certified centers might be the only contact that residents have with your program. The best way to ensure operators are knowledgeable of program requirements, and have the tools they need to provide the best service to your jurisdiction, is to perform site visits.

Grantees are encouraged to visit each certified center in their jurisdiction once every 12 months. At a minimum, grantees must visit the number of certified centers that qualify them to participate in the block grant program every 12 months. For example, a jurisdiction with 450,000 people requires a minimum of five certified collection centers.

Following are the goals of site visits:

- Develop positive, lasting working relationships with the certified centers.
- Ensure that center operators are knowledgeable of program requirements.
- Ensure they have tools they need to provide the best service to your jurisdiction.
- Provide outreach and assistance to the certified centers.
- Develop opportunities to promote the certified centers, and give them the option of participating in local program efforts.
- Work with certified centers to **track** the amount of oil and filters they collect from the public. This will help grantees determine areas for target outreach and provide grantees with information required in the progress reports.

Certified center site visit forms, including instructions, can be found at the end of this document, on the compact disk (CD) attached to the binder, or downloaded from the CIWMB Web site at www.ciwmb.ca.gov/HHW/Forms/.

The Board developed an individual and a compilation certified center site visit checklist form. The individual form is for one site visit while the compilation form is for three site visits.

Please submit site visit forms to your grant manager no later than 30 days after the site visit. This allows CIWMB staff to follow up if there has been any change in operation of the center. CIWMB staff is also available for site visit training.

Additional information regarding how certified centers operate, collection reimbursements, and the benefits can be found in your Used Oil Recycling Block Grant's procedures and requirements.

Instructions for Completing Certified Center Site Visit Forms

Center name: The actual name of the business as seen by the public.

CIWMB ID: The actual ID number given at the site of the certified center. If not known, please locate it at our Web site, www.ciwmb.ca.gov/UsedOil/CrtCntrs.asp.

Street address: Location of business must not be a P.O. Box.

Date: Day the government employee visited the certified center site.

City/state/zip code: Actual city and state of location.

Visiting representative name: Name of grantee's city and county. Name of person conducting site visit, name of city or county grant jurisdiction, or if contractor consulted, please list contractor name and/or company name.

Employee name: The name of the person answering questions at the site visited.

Center type: Identify type of business being operated.

Center requirements: Answer yes or no.

Comments: Indicate outstanding problems, such as the need for signs or what is going wrong with your program. Indicate what can be improved at the center for used oil.

Follow-up: What was done to correct the center needs; that is, the need for signs, employee training, or additional lists of places (local government).

Call CIWMB staff at (916) 341-6457 or FAX (916) 341-6467 in the event of the following:

- The operator or location of the center has changed.
- The operator is no longer interested in being certified.
- The center or business has closed.
- The center is temporarily unable to accept used oil (remodeling).
- A pattern of turning away the public is suspected.
- The operator appears reluctant to meet the center requirements.
- Any other issues of which the CIWMB staff should be aware.

Procedure Instructions:

1. Site visits should be conducted in a relaxed manner rather than a formal inspection.
2. Contact the center operator or manager prior to the visit.
3. Explain purpose of the visit to the manager or operator.
4. Go over the checklist questions with the manager or operator.
5. Provide any necessary materials based on their response to the checklist and review with them.
6. Explain your local program efforts and discuss ideas for collaboration. Ask for input or comments on the program.

CERTIFIED CENTER SITE VISIT CHECKLIST

Center Name:	Crudemont Lube Shop	CIWMB ID: 99-C-99999
Street Address:	134 Lead Rd	Date: 01 /02 /2002
City/Zip:	Crudemont 99999	
Visiting Representative Name: Cynthia Recycler Grantee and/or Jurisdiction: City of Crudemont Contractor name (if applicable):		Employee Name: Phil Tairs
Center Type: Oil Change Only <input checked="" type="checkbox"/> Auto Repair <input type="checkbox"/> Auto Parts Only <input type="checkbox"/> Auto Parts w/ Service <input type="checkbox"/> Gas Station <input type="checkbox"/> Specialty (Muffler, Tire, Brake, Tune-up, etc.) <input type="checkbox"/> Other <input type="checkbox"/> _____		
<i>Center Requirements</i>		
		Yes No
1. Is the Certified Center sign posted so it is visible from the street?		<input type="checkbox"/> <input checked="" type="checkbox"/>
2. Does the center employee claim to accept uncontaminated used oil from everyone that brings in used oil for recycling? (If number 2 is No then question 3 must be No.)		<input checked="" type="checkbox"/> <input type="checkbox"/>
3. Does the center employee claim to offer the recycling incentive or approved coupon to everyone that brings in used oil for recycling?		<input checked="" type="checkbox"/> <input type="checkbox"/>
4. Are written procedures for preventing the acceptance of contaminated used oil available on-site?		<input checked="" type="checkbox"/> <input type="checkbox"/>
5. Is a list of local government facilities or businesses that will accept contaminated used oil available on-site?		<input checked="" type="checkbox"/> <input type="checkbox"/>
6. Has this center operator, corporate office, or local government advertised that the center accepts used oil from the public within the last six months? (If number 6 is No then question 7 must be No.)		<input checked="" type="checkbox"/> <input type="checkbox"/>
7. Did the advertisement include the center's name and address, and a statement indicating that the center offers the recycling incentive?		<input checked="" type="checkbox"/> <input type="checkbox"/>
8. Overall, does the center employee seem to understand program requirements?		<input checked="" type="checkbox"/> <input type="checkbox"/>
Comments: We mentioned adding filter collection. The new manager will talk with corporate office.		
Oil collected last 6 months: BUSINESS 14,400 gals DIYer 900 gals		
Follow-up: Called CIWMB and requested a sign, 1/7/2002.		

Certified Center Site Visit Checklist

Multiple Sites

Visiting Representative Name (see back for instructions): Cynthia Recycler
Grantee and/or Jurisdiction: City of Crudemont

Site #1	CIWMB ID: 99 - C - 99999	Date: 2/3/2003
Center Name: Crude Lube Shop		
Street Address: 1234 Crude Av		
City/Zip: Crudemont 99999		
Employee Name: Oile Mann		

Site #2	CIWMB ID: 99 - C - 12345	Date: 2/3/2003
Center Name: Quicky Lube		
Street Address: 2222 Recycle Ln		
City/Zip: Crudemont 99991		
Employee Name: Phil Terchange		

Site #3	CIWMB ID: 99 - C - 12346	Date: 2/3/2003
Center Name: Recyclerz Auto Shop		
Street Address: 4321 Usedoil Blvd		
City/Zip: Crudemont 99992		
Employee Name: Ray Cyclez		

Center Requirements

	Site #1		Site #2		Site #3	
	Yes	No	Yes	No	Yes	No
1. Is the Certified Center sign posted so it is visible from the street?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the center employee claim to accept uncontaminated used oil from everyone that brings in used oil for recycling?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the center employee claim to offer the recycling incentive or approved coupon to everyone that brings in used oil for recycling?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Are written procedures for preventing the acceptance of contaminated used oil available on-site?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Is a list of local government facilities or businesses that will accept contaminated used oil available on-site?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Has this center operator, corporate office, or local government advertised that the center accepts used oil from the public within the last six months?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Did the advertisement include the center's name and address, and a statement indicating that the center offers the recycling incentive?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Overall, does the center employee seem to understand program requirements?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments
Site #1: Site has started accepting used oil filters.
Site #2: Moved to a new address; sign lost during the move. Site needs a new sign.
Site #3: Window does not display a sign. Site needs a sign sent out. Not interested in distributing used oil containers. Provided manager with information about HHW events.

Follow up
Site #1:
Site #2: Dropped off list of facilities that will accept contaminated oil. Called CIWMB and requested a sign. Went over program requirements with employee.
Site #3: Provided manager with additional collection center information on requirements. Requested sign from CIWMB; they will send the sign.

Instructions for Completing Recycled-Content Certification Form

The recycled content of products purchased with grant funds must be certified in writing. Information on all products must be included, even if the product does not contain recycled-content material. Grantees must complete the grant dollars column for each item and have *each* product supplier complete the rest. A separate form should be used for each supplier. A completed form must be submitted to your CIWMB grant manager with each report, when applicable. Purchases made from the product categories listed on the back of this form must meet the minimum recycled-content requirements specified. Product supplier/contractors must complete this form with each product supplied listed on a separate row. Attach additional sheets if necessary.

1. **Product Categories:** purchases made with grant funds from the categories below are “reportable” and must meet the minimum recycled-content requirements specified. For products made from multiple materials, choose the category that comprises most of the product, either by a weight or volume criteria.
 - **Paper products (PP)** (*50 percent recycled, 10 percent postconsumer*) paper janitorial supplies, corrugated boxes, paperboard (boxes, cartons, wrapping), hanging files, file boxes, building insulation, containers.
 - **Printing and writing paper (PW)** (*30 percent postconsumer*) xerographic, and higher-grade papers, high-speed copier paper, offset paper, forms, carbonless paper, ruled tablets, calendars, posters, manila file folders, index cards, white wove envelopes, and cover stock.
 - **Plastic products (PL)** (*50 percent recycled, 10 percent postconsumer*) funnels, used oil drain containers, toner cartridges, carpet, office products, plastic lumber, buckets, wastebaskets, benches, tables, fencing, clothing, packaging, signs, posts, binders, buckets and building products.
 - **Compost and co-compost (CO)** (*50 percent recycled, 10 percent postconsumer*) landscaping materials, erosion control, weed control, decomposed organic yard, or food materials.
 - **Glass products (GL)** (*50 percent recycled, 10 percent postconsumer*) windows, fiberglass (insulation), tiles, construction blocks, and flat glass sheets.
 - **Lubricating oils (LO)** (*50 percent recycled, 10 percent postconsumer*) motor, transmission fluids, power steering, crankcase, transformer dielectric fluids, gear, hydraulic, industrial fluids, base stock for tractors, vehicles, fleet cars, trucks, and buses.
 - **Paint (PT)** (*50 percent recycled, 10 percent postconsumer*) latex paint, interior/exterior, maintenance.
 - **Solvents (SO)** (*50 percent recycled, 10 percent postconsumer*) heavy printer cleaner, auto degreaser, parts cleaner.
 - **Tire-derived products (TD)** (*50 percent postconsumer*) flooring, wheelchair ramps, playground cover, track surfacing, recreational surfacing, parking bumpers, truck-bed

liners, pads, walkways, tree ties, road surfacing, wheel chocks, rollers, traffic control products, mud flaps, posts.

- **Tires (TI)** (*50 percent recycled, 10 percent postconsumer*) passenger, truck, bus, trailer/equipment tires.
 - **Steel products (ST)** (*25 percent recycled, 10 percent postconsumer*) automobiles, trucks, staplers, paper clips, steel furniture, scissors, pipe, plumbing fixtures, chairs, ladders, shelving.
2. **Virgin-Content Material:** the portion of the product made from non-recycled material, that is, the material is neither secondary nor postconsumer material.
 3. **Postconsumer Material:** “. . . a finished material which would have been disposed of as a solid waste, having completed its life cycle as a consumer item, and does not include manufacturing wastes.” This is material such as newspaper that you read and was recycled and then made into recycled-content newsprint or some other recycled product. Postconsumer material is generally any product that was bought by the consumer, used, and then recycled into another product.
 4. **Secondary Material** is defined as “fragments of finished products or finished products of a manufacturing process, which has converted a resource into a commodity of real economic value, but does not include excess virgin resources of the manufacturing process.” This is material such as newsprint that is trimmed from a roll in the paper plant that is returned to the beginning of the process to make recycled-content newsprint. The material (product) did not get to the consumer before being recycled. Secondary material **does not** include postconsumer material.

The sum of the virgin column, the postconsumer column, and the secondary column must equal 100 percent.

Example: If a printing and writing paper contained 20 percent postconsumer material, you would indicate 20 percent in the postconsumer column and 80 percent in the virgin column. If the product had 40 percent secondary material and 20 percent postconsumer material, you would indicate 40 percent in the secondary column, 20 percent in the postconsumer column, and 40 percent in the virgin column. To meet the 50/10 content requirement of another product category, the product would contain 50 percent recycled-content (40 percent secondary and 10 percent postconsumer material) and 50 percent virgin material.

Used Oil and Household Hazardous Waste Grant Program

Recycled-Content Certification Form

The recycled content of products purchased with grant funds must be certified in writing. **Information on all products must be included, even if the product does not contain recycled-content material.**

Grantees: Complete the grant dollars column for each item and have *each* product supplier complete the rest. A separate form should be used for each supplier. A completed form must be submitted to your CIWMB grant manager with each progress report, when applicable. Purchases made from the product categories listed on the back of this form must meet the minimum recycled content requirements specified.

Product Supplier/Contractor: Complete this form with a row completed for *each* product supplied. Attach additional sheets if necessary.

Product Supplier OIL-IN-A-DRUM CO. Contact Person PATRICK ORR

Address 55 IRON ROAD Phone (999) 999-9999

Fax (999) 999-9999 E-mail PATRICKORR@AOL.COM Web site OILINADRUN.COM

Quantity	Unit of Measure	Grant Dollars	Product Description	Product Category ¹	Virgin Content (Percent) ²	Postconsumer Material (Percent) ³	Secondary Material (Percent) ⁴	Total Percent
500	15	\$2,425	Used Oil Drain Containers	PL	0%	80%	20%	100%
		\$			%	%	%	100%
		\$			%	%	%	100%
		\$			%	%	%	100%
		\$			%	%	%	100%
		Total: \$2,425						

Public Contract Code sections 10233, 10308.5, and 10354 require all vendors and contractors to certify in writing, under penalty of perjury, the minimum, if not the exact, percentage of postconsumer and secondary material in the products, materials, goods, or supplies offered or sold.

Public Contract Code sections 12213, 12205(a) require all local and State public agencies to require all contractors to certify in writing, under penalty of perjury, the minimum, if not the exact percentage, of postconsumer and secondary material in the products, materials, goods, or supplies offered or sold.

Patrick Orr

Owner

Patrick Orr

10/1/2002

Printed name of person completing form

Title

Signature of person completing form

Date

Publicity and Education Verification Form

The procedures and requirements for completing the publicity and education (P&E) verification form are as follows:

For certain qualifying publicity and education items, including premiums and written materials (for example, print ads/brochures, flyers, etc.), Grantees will have the option of using an alternative process to the current grant manager pre-approval process. In order to qualify for the option, dollar limits for a single premium item and quantity of a single premium item have been established.

1. Single premium item: \$6/item.
2. Quantity of single premium item: \$100,000.
3. No caps on ads/brochures, flyers, or similar print publicity and education (P&E) items are being established at this time.
4. Radio and television ads/scripts will continue to require grant manager pre-approval.

Use of the option requires the grantee to sign a one-page “Verification” (checklist) that the minimum eligibility requirements for the option have been met. This form is to be submitted with your report, as applicable.

Use of the option requires the grantee to submit one original of each premium item and two originals of all other P&E items or materials with your report. The grantee must maintain one of each P&E item in or with its project files for review by grant managers and/or auditors, as necessary.

Option

The grantee does not need to obtain pre-approval of its P&E items/materials if the items/materials meet the minimum eligibility requirements, as set forth below, and the grantee meets the following conditions.

Conditions: The grantee must:

1. Submit a signed verification form with your report, as applicable. This verification states that all of the grantee’s applicable P&E items/materials meet the minimum requirements set forth below.
2. Submit one original of each premium item and two originals of all other P&E items/materials with your report, as applicable.
3. Maintain at least one of each of these P&E items/materials with its project files for audit purposes.

Minimum Eligibility Requirements: To be eligible for this option, the P&E items/materials must meet the following minimum requirements. The P&E item/material:

1. May not exceed \$6/for a single premium item or \$100,000 for a quantity of the same premium item. Dollar caps are not being imposed on print ads/brochures, flyers, and other similar forms of advertisement at this time.
2. Must include the used oil drop logo with the verbiage “Recycle Used Oil” (in Spanish, “Recicle Aceite Usado”). If printing in full color, the oil drop color shall be Yale Blue Pantone 286C, and the background wave shall be Golden Yellow Pantone 123C.
3. Must include an action step—either a list of used oil/filter collection locations, or a 24-hour hotline number. (Use the 1-800-CLEANUP number [or Earth 911 Web site] if your jurisdiction does not maintain its own 24-hour hotline.) When certified centers are listed, include the following language: “Call Center for hours of operation and quantities accepted.” All wording and logos must be clearly displayed and/or sized.
4. Must include an acknowledgement of CIWMB funding that reads: “Funded by a Grant from the California Integrated Waste Management Board” (in Spanish, “Financiado por una beca del California Integrated Waste Management Board,” or alternatively, “Patrocinado por fondos del California Integrated Waste Management Board”). Exception: the acknowledgement line is not required on small items (for example, pencils, pens, magnets, tire gauges, etc.) where space constraints would not allow for this line, or if it would interfere with getting the used oil message across. All wording and logos must be clearly displayed and/or sized.
5. Must be durable and not likely to be disposed of in a short time (for example, balloons).
6. Must not contribute to the household hazardous waste stream (for example, any item containing batteries or mercury).
7. Must be appropriate for the target audience.
8. With the exception of printing and writing paper, must have at least 50 percent recycled content, preferably with 10 percent of that being postconsumer waste. All printing and writing paper must have at least 30 percent recycled content, all of which must be postconsumer waste. (If you cannot find such a product, before you purchase a non-conforming product, notify your grant manger in writing. Detail the steps you took to locate a conforming product, and why a different item(s) with recycled content is not applicable to your needs. Your grant manager must approve any exceptions in writing.).
9. Must directly relate to and/or be used for used oil and filter collection and recycling needs.

P&E items/materials are not eligible for this option.

Grant manager preapproval is required for:

1. P&E items/materials that do not meet the minimum eligibility requirements, as set forth above.
2. P&E items/materials that have other than a used oil recycling message, (for example, stormwater related issues, household hazardous waste, pollution prevention, and other non-used oil recycling programs).
3. All radio and television ads/scripts.

PUBLICITY AND EDUCATION VERIFICATION FORM

Grantee Name: City of Crudemont Grant Number: UBG8-02-9999
 Item description: Purchased 1,000 oil funnels from GeoPlastics that meet the recycled-content purchasing policy and all pertinent requirements below.

This form certifies that each of the Grantee's Publicity and Education items and materials, for which preapproval was not obtained from the CIWMB Grant Manager, meets the following minimum requirements:

1. Is directly related to and/or used for oil and filter collection and recycling needs;
2. Includes the Used Oil Drop Logo with the verbiage "Recycle Used Oil" (in Spanish, "Recicle Aceite Usado"). For color printing, the oil drop color is Yale Blue Pantone 286C, and the background wave is Golden Yellow Pantone 123C;
3. Includes an action step – either a list of used oil/filter collection locations, Grantee's 24-hour hotline number, the 1-800-CLEANUP number or the Earth's 911 Website: www.Earth911.org. Where used oil/filter collection locations are listed, the following language is included: "Call Center for hours of operation and quantities accepted." All wording and logos are clearly displayed and/or sized;
4. Includes an acknowledgement of the CIWMB funding that reads: "Funded by a Grant from the California Integrated Waste Management Board" (in Spanish, "Financiado por una beca del California Integrated Waste Management Board," or alternatively, "Patrocinado por fondos del California Integrated Waste Management Board"). Exception: The acknowledgement line is not required on small items (e.g., pencils, pens, tire gauges, magnets, etc.) where space constraints did not allow for this line, or where it interfered with getting the Used Oil message across. All wording and logos are clearly displayed and/or sized;
5. Is appropriate for the target audience (refer to the CIWMB-sponsored "*Grant Management Success With the Used Oil Recycling Program*" manual);
6. For written materials, with the exception of printing and writing paper, has at least fifty percent (50%) recycled content, and where possible with ten percent (10%) of that being postconsumer waste. All printing and writing paper have at least thirty percent (30%) recycled content all of which must be postconsumer waste. (For such products that could not be found, the Grant Manager was notified in writing and informed as to the steps the Grantee took to locate the product(s), and why a different item(s) with recycled content was not applicable to the Grantee's needs. The Grant Manager approved these exceptions in writing);
7. For premiums, is durable, and not likely to be disposed of in a short time (e.g., balloons);
8. For premiums, do not contribute to the Household Hazardous Waste stream (e.g., any item containing batteries or mercury); and
9. For premiums, does not exceed six dollars (\$6) for a single premium item, or one hundred thousand dollars (\$100,000) for a quantity of the same item.

I verify on behalf of the Grantee, that all of the above requirements, as applicable for the material/item, have been met for each eligible Publicity and Education item/material that did not receive Grant Manager pre-approval.

Signature: Joseph Iron
 Print Name: Joseph Iron
 Title: Administrative Director
 Date: August 9, 2003

Chapter 5

BLANK FORMS

The following blank forms included in this workbook are made available for you to copy and use. They are also available on the compact disk (CD) attached in the back of the binder. Additionally you can download them from the CIWMB Web site at: www.ciwmb.ca.gov/HHW/forms/default.htm#Grant

- **Annual Report Form (CIWMB 644)**
- **Expenditure Itemization Summary (EIS) form (CIWMB 667)**
- **Grant Payment Request Form (CIWMB 87)**
- **Certified Center Site Visit Checklist Form (CIWMB 664)**
- **Certified Center Site Visit Checklist Form—Multiple Sites (CIWMB 665)**
- **Recycled-Content Certification Form (CIWMB 74G)**
- **Publicity And Education Verification Form (CIWMB 661)**

Used Oil Block Grant August 15th Annual Report Form

Grantees are required to submit an Annual Report each August 15th (**for each grant cycle**) that describes their program's activities from July 1st to June 30th.

1. Grantee's Name:

2. Grant Number: UBG - -	3. Report Period: July 1-June 30 th ,
4. Contact Information: <input type="checkbox"/> Contact Information has not changed <input type="checkbox"/> Update Contact Information Name: Title: Address: Phone Number: Fax Number: Email Address:	
<input type="checkbox"/> Update Signature Authority* Name: Title: Address: Phone Number: Fax Number: Email Address: *Please attach Letter of Authorization from Signature Authority listed in your resolution.	

Do-It-Yourselfer (DIYer) Collection Data and Summary

Grantees receiving \$20,000 or less per grant cycle have the option of not responding to questions 5d, 6d, 7d, 8d, 9e, 10f, and 15.

Conversion Factors: One 55-gallon drum of uncrushed filters equals 250 filters and one 55-gallon drum of crushed filters equals 750 filters. One (1) filter equals 1.5 pounds. One (1) gallon of used oil equals 8.5 pounds if you are using volumes from the Form 303.

5. Permanent Collection Facilities

5a. Quantity of Oil (Gallons)	5b. Quantity of Filters (# of Filters)	5c. Collection Type	5d. Narrative of Collection Data, i.e. explain changes in data from prior reporting period, surveys used or other pertinent information. (Expand rows if additional space is needed)	
		Certified Centers		
		Non- Certified Centers		
		Recycling Only (ABOPS)		
		Permanent HHW Facility		
		Agricultural		
		Marina		
		Airport		
5e.		Number of Centers on July 1st,	Number of Centers on June 30th,	
Certified Centers				
Non-Certified Centers				

6. Temporary or Mobile Collection

6a. Quantity of Oil (Gallons)	6b. Quantity of Filters (# of Filters)	6c. Collection Type	6d. Narrative of Collection Data, i.e. explain changes in data from prior reporting period, surveys used or other pertinent information. (Expand rows if additional space is needed)
		One or Multiple Day Event(s)	
		Mobile	

6e. Collection Events

Number Held:

Number of Vehicles Served:

7. Residential Collection

7a. Quantity of Oil (Gallons)	7b. Quantity of Filters (# of Filters)	7c. Collection Type	7d. Narrative of Collection Data, i.e. explain changes in data from prior reporting period, surveys used or other pertinent information. (Expand rows if additional space is needed)
		Curbside	
		Door-to- Door	

8. Load Check

8a. Quantity of Oil (Gallons)	8b. Quantity of Filters (# of Filters)	8c. Collection Type	8d. Narrative of Collection Data, i.e. explain changes in data from prior reporting period or other pertinent information. (Expand rows if additional space is needed)
		Landfills or Transfer Stations	

9. Community Events

9a. Beginning Date of Event(s)	9b. Ending Date of Event(s)	9c. Name of Event(s)	9d. Attendance at Event(s)	9e. Description and Summary of Event(s) (Expand rows if additional space is needed)
/ /	/ /			
/ /	/ /			
/ /	/ /			
/ /	/ /			

10. School Education

10a. Beginning Date of Event(s)	10b. Ending Date of Event(s)	10c. School Location	10d. Attendance at Event(s)	10e. Grade Level	10f. Summary of Presentation (Expand rows if additional space is needed)
/ /	/ /				
/ /	/ /				
/ /	/ /				
/ /	/ /				
/ /	/ /				

11. Media Outreach

Briefly describe media outreach activities including all public education not previously covered under Community Events or School Education. (Expand if additional space is needed)

12. Storm Drain Filters

12a. # Of Filters Installed	12b. Type of Filters Installed	12c. Location of Filters	12d. How Are Filters Recycled, Reused, or Disposed (Expand rows if additional space is needed)
		Residential	
		Business/Commercial	
		Marinas	

13. Stencils/Markers

Number of Storm-drains stenciled or markers applied:

14. Storm-Water Mitigation

Briefly describe storm-water mitigation activities including public education. (Expand section if additional space is needed)

15. Briefly Discuss Work to Be Completed Next Reporting Period and any Other Activities/Data Not Presented in Report.

(Expand section if additional space is needed)

Required Attachments

1. **Permanent Collection Facilities, Temporary or Mobile Collection, Residential Collection, and Load Check**, attach: Photographs of any infrastructures (permanent HHW facilities, storage sheds, signage etc.) paid for by grant funds this reporting period.
2. **Community Events** attach: two (2) copies of public education materials and one (1) premium. When premiums are too large to submit, please attach two (2) photographs for each item. In addition, attach any surveys, quizzes or assessments used.
3. **School Education**, attach: two (2) copies of public education materials and one (1) premium. When premiums are too large to submit, please attach two (2) photographs for each item. In addition, attach any surveys, quizzes or assessments used.
4. **Media Outreach**, attach: two (2) copies of public education materials (except videos, cassettes, and CDs – one (1) each). Videos should be in VHS format, and radio ads should be on cassette tape or compact disk. If items are too large to submit, attach two (2) photographs per item.
5. **Storm-Water Mitigation**, attach: two (2) copies of public education materials and one (1) premium pertaining to storm-water mitigation. When premiums are too large to submit, please attach two (2) photographs for each item. In addition, attach photographs of storm-water filters, stenciling, and signage.
6. Grantees must complete and attach an **Expenditure Itemization Summary (EIS)** covering expenses for the period January 1 – June 30. The EIS must include interest accrued and be signed by the approved signature authority for your grant.
7. Recycled –Content Certification Form (RCP)
8. Publicity and Education Verification Form (if applicable)

Instructions for Completing the Used Oil Block Grant August 15th Annual Report Form

Grantees are required to submit an Annual Report each August 15th that describes their program's activities from July 1st to June 30th. The Used Oil Block Grant August 15th Annual Report Form is a fill-in the blanks type of form. Below is information on what data needs to be inserted into the form.

1. **Grantee's Name:** Agency name as it appears on the Grant Agreement Form.
2. **Grant Number:** Grant contract number assigned by the CIWMB, as it appears on the top right hand corner of the Grant Agreement Form
3. **Report Period:** Fiscal Year the report covers.
4. **Contact Information:** If the contact's name, address and/or phone number has not changed, please check the "Contact Information has not changed" box. If the contact's name, address, and/or phone number has changed please check the "Update Contract Information" box and fill-in the changed information on the lines provided. If the signature authority's name, address, and/or phone number has changed please check the "Update Signature Authority" box and fill-in the changed information on the lines provided. Also please attach a Letter of Authorization from the Signature Authority listed in your resolution.

Do-It-Yourselfer (DIYer) Collection Data and Summary: Provide the Do-It-Yourselfer collection data for each budget category for the period July 1st to June 30th.

5. **Permanent Collection Facilities:** Insert the quantity of oil collected by gallons and the quantity of filters collected by collection type. For each collection type provide a brief narrative summary. If your program does not use a particular collection type please insert N/A for Not Applicable. In addition, please insert the number of Certified and Non-Certified Centers at the beginning and end of the reporting period.
6. **Temporary or Mobile Collection:** Insert the quantity of oil collected by gallons and the quantity of filters collected by collection type. For each collection type provide a brief narrative summary. If your program does not use a particular collection type please insert N/A for Not Applicable. In addition, please insert the number of temporary collection events held and the number of vehicles served at these events.
7. **Residential Collection:** Insert the quantity of oil collected by gallons and the quantity of filters collected by collection type. For each collection type provide a brief narrative summary. If your program does not use a particular collection type please insert N/A for Not Applicable.

8. **Load Check:** Insert the quantity of oil collected by gallons and the quantity of filters collected from your load check program at landfills and transfer stations. Provide a brief narrative summary. If your program does not use a particular collection type please insert N/A for Not Applicable.
9. **Community Events:** Insert the date of event(s), name of the event(s), and the number of people who attended the event(s). For each event provide a description and summary that includes the following: 1) Description of event, 2) type of survey used and the results, 3) feedback to indicate that the event reached and informed your target audience successfully, and 4) How can you better improve the effectiveness of this event. If your program does not participate in community events please insert N/A for Not Applicable.
10. **School Education:** Insert the date of event(s), location of the event(s), and the number of attendees at the event(s) for each grade level, Elementary, Junior High or Middle School, High School, and College or University. For each event provide a description and summary that includes the following: 1) Description of event, 2) feedback to indicate that the presentation was or wasn't effective and age appropriate, and 3) How can you improve the effectiveness of this event. If your program does not participate in school education activities please insert N/A for Not Applicable.
11. **Media Outreach:** Insert a brief description of any media outreach including all public education not previously covered under Community Events and School Education, including radio, television, billboards, public transportation signs (buses, bus stops), theater displays, print media (newspapers, newsletters, magazines, bill inserts, direct mail, etc.) and other media. If your program does not use media outreach please insert N/A for Not Applicable.
12. **Storm Drain Filters:** Insert number of filters installed and the type of filters installed by location. For each location describe how the filters are to be recycled, reused or disposed. If your program does not use storm drain filters please insert N/A for Not Applicable.
13. **Stencils:** Insert the number of storm-drains stenciled or marked during the reporting period.
14. **Storm-Water Mitigation:** Insert a brief description of storm-water mitigation activities. Such as: 1) installation, maintenance and recycling/reuse/disposal of the filters, and 2) publicity and education. If your program does not participate in storm-water mitigation activities please insert N/A for Not Applicable.
15. **Discussion of Work to be Completed Next Reporting Period:** Insert a brief description of what work will be completed during the next reporting period (July 1st to June 30th). In addition, briefly describe any other activities/data not presented in report.

Expenditure Itemization Summary

Grantee's Name:

Grantee's Grant Number:

For Expenses Incurred Between:

Permanent Collection Facility (Expand rows and columns as needed)

Vendor and Expense Description	Invoice Date	Invoice Number	Quantity	Dollar Amount
				\$
				\$
				\$
				\$
				\$
Subtotal				\$

Temporary or Mobile Collection (Expand rows and columns as needed)

Vendor and Expense Description	Invoice Date	Invoice Number	Quantity	Dollar Amount
				\$
				\$
				\$
				\$
				\$
Subtotal				\$

Residential Collection (Expand rows and columns as needed)

Vendor and Expense Description	Invoice Date	Invoice Number	Quantity	Dollar Amount
				\$
				\$
				\$
				\$
				\$
Subtotal				\$

Publicity and Education* (Expand rows and columns as needed)

Vendor and Expense Description	Invoice Date	Invoice Number	Quantity	Dollar Amount
				\$
				\$
				\$
				\$
				\$
Subtotal				\$

Personnel/Other (Expand rows and columns as needed)

Position Title and Duties	Hours	Rates with Benefits	Staff's Names	Dollar Amount
				\$
				\$
				\$
				\$
				\$
				\$
Travel Expense Description				\$
				\$
				\$
				\$
				\$
				\$
Other-Please Describe				\$
				\$
				\$
				\$
				\$
				\$
Subtotal				\$

Stormwater Mitigation (Expand rows and columns as needed)

Vendor and Expense Description	Invoice Date	Invoice Number	Quantity	Dollar Amount
				\$
				\$
				\$
				\$
				\$
Subtotal				\$

EXPENDITURE ITEMIZATION GRANT
TOTAL:

\$

Interest Posted for Period:

\$

*Two (2) copies or photographs of products are enclosed with this report

CERTIFICATION

I certify that the above information is correct and that all funds received have been expended in accordance with the Used Oil Recycling Block Grant – Fiscal Year 2002/2003 Agreement.

Signature of Person Authorized by Resolution

Date Signed

SEE INSTRUCTIONS ON BACK

1. GRANTEE'S NAME (AS APPEARS ON GRANT AGREEMENT)	2. GRANTEE'S INVOICE NUMBER	3. GRANT NUMBER ASSIGNED BY CIWMB
4. TYPE OF PAYMENT (Attach itemization and documentation) <input type="checkbox"/> REIMBURSEMENT <input type="checkbox"/> ADVANCE <input type="checkbox"/> FINAL	5. PAYMENT REQUEST NUMBER	6. AMOUNT REQUESTED \$

7. **SEND WARRANT TO:**
AGENCY / BUSINESS NAME

AGENCY / BUSINESS CONTACT

AGENCY / BUSINESS MAILING ADDRESS (INCLUDE STREET, CITY, STATE, ZIP CODE)

CERTIFICATION

8. *I certify that the above information is correct and that all funds received have been or will be expended in accordance with the approved agreement for California Integrated Waste Management Board grant funding.*

SIGNATURE OF PERSON AUTHORIZED BY RESOLUTION

DATE SIGNED

NAME OF PERSON SIGNING AND TITLE (TYPE OR PRINT)

TO BE COMPLETED BY CIWMB STAFF ONLY

9. AMOUNT OF PAYMENT REQUESTED	\$
10. OTHER	\$
11. AMOUNT APPROVED	\$
12. LESS WITHHOLD (IF APPLICABLE AND AUTHORIZED IN GRANT AGREEMENT)	\$
	\$
13. AMOUNT AUTHORIZED FOR PAYMENT	\$
14. COMMENT(S)	15. DATE RECEIVED
16. CIWMB PROJECT MANAGER APPROVAL	DATE APPROVED
17. CIWMB GRANT PROGRAM MANAGER APPROVAL	DATE APPROVED

INSTRUCTIONS FOR COMPLETING THE PAYMENT REQUEST FORM

1. **GRANTEE'S NAME:** Agency or business name as it appears on the grant agreement.
2. **GRANTEE'S INVOICE NUMBER:** Number assigned to the payment request form by the Grantee (optional).
3. **GRANT NUMBER ASSIGNED BY CIWMB:** Grant contract number assigned by the CIWMB as it appears on the top right hand corner of the grant agreement.
4. **TYPE OF PAYMENT:** Check "reimbursement" if this is a regular payment request; check "advance" only if advance payment request is accompanied by a letter justifying the request (the advance payment request must be approved by the CIWMB Program Manager); check "final" when all tasks have been completed.
5. **PAYMENT REQUEST NUMBER:** Begin with the number 1 on your first request for funds and number all subsequent payment requests consecutively.
6. **AMOUNT REQUESTED:** Amount that is being requested for payment.
7. **SEND WARRANT TO:** Agency or business name as it appears on the grant agreement. Subsequent lines are for the contact person's name and mailing address.
8. **CERTIFICATION:** Signature of the person authorized in the Resolution/Letter of Authorization included with the grantee's application. Please also type or print this person's name, title, and date of signature.

Please mail this form with supporting documents (if applicable) to:

**California Integrated Waste Management Board
Attention: (CIWMB Project Manager)
1001 "I" Street, P.O. Box 4025
Sacramento CA 95812-4025**

The following items will be completed by the CIWMB staff:

9. **AMOUNT OF PAYMENT REQUESTED:** Amount of this payment request.
10. **OTHER:** Miscellaneous additions or deductions as determined by the CIWMB Project Manager.
11. **AMOUNT APPROVED:** Amount approved by the CIWMB Project Manager.
12. **LESS WITHHOLD:** Withhold amount authorized in the grant agreement. The CIWMB Project Manager will calculate any withhold based on the amount approved for payment.
13. **AMOUNT AUTHORIZED FOR PAYMENT:** Amount authorized by the CIWMB Project Manager for reimbursement on this payment request.
14. **COMMENTS:** The CIWMB Project Manager's explanation of the miscellaneous additions or deductions of this payment request, as well as other comments related to this payment request.
15. **DATE RECEIVED:** Date payment request was received by the CIWMB.
16. **CIWMB PROJECT MANAGER APPROVAL:** Signature and date of the CIWMB Project Manager's approval of this payment request.
17. **CIWMB GRANT PROGRAM MANAGER APPROVAL:** Signature and date of the CIWMB Grant Program Manager's approval of this payment request.

CERTIFIED CENTER SITE VISIT CHECKLIST

Center Name:		CIWMB ID:
Street Address:		Date: / /
City/Zip:		
Visiting Representative Name: Grantee and/or Jurisdiction: Contractor name (if applicable):		Employee Name:
Center Type: Oil Change Only <input type="checkbox"/> Auto Repair <input type="checkbox"/> Auto Parts Only <input type="checkbox"/> Auto Parts w/ Service <input type="checkbox"/> Gas Station <input type="checkbox"/> Specialty (Muffler, Tire, Brake, Tune-up, etc.) <input type="checkbox"/> Other <input type="checkbox"/> _____		
<i>Center Requirements</i>		
	Yes	No
1. Is the Certified Center sign posted so it is visible from the street?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the center employee claim to accept uncontaminated used oil from everyone that brings in used oil for recycling? (If number 2 is No then question 3 must be No.)	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the center employee claim to offer the recycling incentive or approved coupon to everyone that brings in used oil for recycling?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are written procedures for preventing the acceptance of contaminated used oil available on-site?	<input type="checkbox"/>	<input type="checkbox"/>
5. Is a list of local government facilities or businesses that will accept contaminated used oil available on-site?	<input type="checkbox"/>	<input type="checkbox"/>
6. Has this center operator, corporate office, or local government advertised that the center accepts used oil from the public within the last six months? (If number 6 is No then question 7 must be No.)	<input type="checkbox"/>	<input type="checkbox"/>
7. Did the advertisement include the center's name and address, and a statement indicating that the center offers the recycling incentive?	<input type="checkbox"/>	<input type="checkbox"/>
8. Overall, does the center employee seem to understand program requirements?	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
Follow-up:		

Certified Center Site Visit Checklist Goals and Instructions

GOALS: The goals of the certified center site visits are to:

Ensure quality service to the public by reminding and updating center operators and staff about their responsibilities; Provide outreach and assistance to center operators; Provide the opportunity for local government staff to learn the needs, concerns, and issues of enter operators and staff; Develop opportunities for local governments to promote centers and for centers to participate in local program efforts; and Alert the CIWMB of certified centers having difficulty meeting certification requirements.

INSTRUCTIONS:

Center Name: The actual name of the business as seen by the public.

CIWMB ID: The actual ID number given of the certified center. If not known, please locate it at our website. www.ciwmb.ca.gov/UsedOil/CrtCntrs.asp

Street Address: Location of business must not be a P.O. Box.

Date: Day the center was visited.

City/Zip Code: Actual city and zip code of center.

Visiting Representative Name: Name of person conducting the site visit, and name of county or city of the grantee. If contractor conducts site visit please list both the name of contractor, company name, and name of the grantee.

Employee Name: The name of the person answering site visit questions.

Center Type: Identify type of business being operated.

Center Requirements: Answer Yes or No

Comments: Indicate outstanding problems, such as, the need for signs, written procedures to prevent accepting contaminated oil, list of places that accept contaminated oil, and/or other requirements not met by the center.

Follow-up: What was done to address the center needs and/or deficiencies.

Call Board staff at (916) 341-6457 or FAX (916) 341-6467 if:

The operator or location of the center has changed; the operator is no longer interested in being certified; the center or business has closed; the center is temporarily unable to accept used oil (remodeling); a pattern of turning away the public is suspected; the operator is reluctant or unable to meet the center requirements; and any other issues you wish to notify Board staff.

Procedure Instructions

Site visits should be conducted in a relaxed manner rather than a formal inspection. Contact the center operator or manager prior to the visit. Explain purpose of the visit to the manager or operator. Go over the checklist questions with the manager or operator. Provide any necessary materials based on their response to the checklist and review with them. Explain your local program efforts and discuss ideas for collaboration. Ask for input or comments on the program.

Certified Center Site Visit Checklist

Multiple Sites

Visiting Representative Name (see back for instructions):

Grantee and/or Jurisdiction:

Site #1	CIWMB ID: - -	Date: / /
Center Name:		
Street Address:		
City/Zip:		
Employee Name:		

Site #2	CIWMB ID: - -	Date: / /
Center Name:		
Street Address:		
City/Zip:		
Employee Name:		

Site #3	CIWMB ID: - -	Date: / /
Center Name:		
Street Address:		
City/Zip:		
Employee Name:		

Center Requirements

	Site #1		Site #2		Site #3	
	Yes	No	Yes	No	Yes	No
1. Is the Certified Center sign posted so it is visible from the street?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the center employee claim to accept uncontaminated used oil from everyone that brings in used oil for recycling?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the center employee claim to offer the recycling incentive or approved coupon to everyone that brings in used oil for recycling?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Are written procedures for preventing the acceptance of contaminated used oil available on-site?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is a list of local government facilities or businesses that will accept contaminated used oil available on-site?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Has this center operator, corporate office, or local government advertised that the center accepts used oil from the public within the last six months?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Did the advertisement include the center's name and address, and a statement indicating that the center offers the recycling incentive?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Overall, does the center employee seem to understand program requirements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments
Site #1:
Site #2:
Site #3:

Follow up
Site #1:
Site #2:
Site #3:

INSTRUCTIONS:

Visiting Representative Name: Name of person conducting the site visit. If contractor conducts site visit, please list both name of contractor and company name.

Grantee and/or jurisdiction: Name of County or city of the grantee.

CIWMB ID: The actual ID number given at the site of the certified center. If not known please locate it at our website <http://www.ciwmb.ca.gov/UsedOil/CrtCntrs.asp>

Date: Day the site center was visited.

Center Name: The actual name of the business as seen by the public.

Street Address: Location of business must not be a P.O. Box.

City/Zip Code: Actual city and zip code of location.

Employee Name: The name of the person answering the site questions.

Center Requirements: Answer Yes or No.

Comments: Indicate outstanding problems such as the need for signs, written procedures to prevent accepting contaminated oil, list of places that accept contaminated oil, or other requirements not met by the center.

Follow-up: What was done to address the center needs and/or deficiencies, i.e. the need for signs, employee training, or references of places to dispose of contaminated used oil (local government).

Call (916) 341-6457 or FAX (916) 341-6467 Board staff for information. Copies of this form are available on CIWMB website at www.ciwmb.ca.gov/UsedOil/CertCenters/.

Grant # _____

Grantee _____

Used Oil and Household Hazardous Waste Grant Program

Recycled-Content Certification Form

The recycled content of products purchased with grant funds must be certified in writing. **Information on all products must be included, even if the product does not contain recycled-content material.**

Grantees: Complete the grant dollars column for each item and have *each* product supplier complete the rest. A separate form should be used for each supplier. A completed form must be submitted to your CIWMB grant manager with each progress report, when applicable. Purchases made from the product categories listed on the back of this form must meet the minimum recycled content requirements specified.

Product Supplier/Contractor: Complete this form with a row completed for *each* product supplied. Attach additional sheets if necessary.

Product Supplier _____ Contact Person _____

Address _____ Phone _____

Fax _____ E-mail _____ Web site _____

Quantity	Unit of Measure	Grant Dollars	Product Description	Product Category ¹	Virgin Content (Percent) ²	Postconsumer Material (Percent) ³	Secondary Material (Percent) ⁴	Total Percent
								100%
		\$			%	%	%	100%
		\$			%	%	%	100%
		\$			%	%	%	100%
		\$			%	%	%	100%
		Total: \$ _____						

Public Contract Code sections 10233, 10308.5, and 10354 require all vendors and contractors to certify in writing, under penalty of perjury, the minimum, if not the exact, percentage of postconsumer and secondary material in the products, materials, goods, or supplies offered or sold.

Public Contract Code sections 12213, 12205(a) require all local and State public agencies to require all contractors to certify in writing, under penalty of perjury, the minimum, if not the exact percentage, of postconsumer and secondary material in the products, materials, goods, or supplies offered or sold.

Printed name of person completing form

Title

Signature of person completing form

Date

1. **Product Categories:** purchases made with grant funds from the categories below are “reportable” and must meet the minimum recycled content requirements specified. For products made from multiple materials, choose the category that comprises most of the product, either by a weight or volume criteria.

Paper products (PP) (*50% Recycled, 10% Post-consumer*) paper janitorial supplies, corrugated boxes, paperboard (boxes, cartons, wrapping), hanging files, file boxes, building insulation, containers

Printing and writing paper (PW) (*30% Post-consumer*) xerographic, and higher-grade papers, high-speed copier paper, offset paper, forms, carbonless paper, ruled tablets, calendars, posters, manila file folders, index cards, white wove envelopes, and cover stock

Plastic products (PL) (*50% Recycled, 10% Post-consumer*) funnels, used oil drain containers, toner cartridges, carpet, office products, plastic lumber, buckets, waste baskets, benches, tables, fencing, clothing, packaging, signs, posts, binders, buckets and building products

6

Compost and co-compost (CO) (*50% Recycled, 10% Post-consumer*) landscaping materials, erosion control, weed control, decomposed organic yard, or food materials

Glass products (GL) (*50% Recycled, 10% Post-consumer*) windows, fiberglass (insulation), tiles, construction blocks, and flat glass sheets

Lubricating oils (LO) (*50% Recycled, 10% Post-consumer*) motor, transmission fluids, power steering, crankcase, transformer dielectric fluids, gear, hydraulic, industrial fluids, base stock, for tractors, vehicles, fleet cars, trucks, and buses

Paint (PT) (*50% Recycled, 10% Post-consumer*) latex paint, interior/exterior, maintenance

Solvents (SO) (*50% Recycled, 10% Post-consumer*) heavy printer cleaner, auto degreaser, parts cleaner

Tire-derived products (TD) (*50% Post-consumer*) flooring, wheelchair ramps, playground cover, track surfacing, recreational surfacing, parking bumpers, truck-bed liners, pads, walkways, tree ties, road surfacing, wheel chocks, rollers, traffic control products, mud flaps, posts.

Tires (TI) (*50% Recycled, 10% Post-consumer*) passenger, truck, bus, trailer/equipment tires.

Steel products (ST) (*25% Recycled, 10% Post-consumer*) automobiles, trucks, staplers, paper clips, steel furniture, scissors, pipe, plumbing fixtures, chairs, ladders, shelving.

2. **Virgin Content Material** is that portion of the product made from non-recycled material, that is, the material is neither secondary nor postconsumer material.
3. **Post-consumer Material** is defined as “a finished material which would have been disposed of as a solid waste, having completed its life cycle as a consumer item, and does not include manufacturing wastes.” This is material such as newspaper that you read and was recycled and then made into recycled-content newsprint or some other recycled product. Postconsumer material is generally any product that was bought by the consumer, used, and then recycled into another product.
4. **Secondary Material** is defined as “fragments of finished products or finished products of a manufacturing process, which has converted a resource into a commodity of real economic value, but does not include excess virgin resources of the manufacturing process.” This is material such as newsprint that is trimmed from a roll in the paper plant that is returned to the beginning of the process to make recycled-content newsprint. The material (product) did not get to the consumer before being recycled. Secondary material **does not** include postconsumer material.

The sum of the virgin column, the post-consumer column, and the secondary column must equal 100 percent.

Example: if a printing and writing paper contained 20 percent postconsumer material, you would indicate 20 percent in the postconsumer column and 80 percent in the virgin column. If the product had 40 percent secondary material and 20 percent postconsumer material, you would indicate 40 percent in the secondary column, 20 percent in the postconsumer column, and 40 percent in the virgin column. To meet the 50/10 content requirement of another product category, the product would contain 50 percent recycled-content (40 percent secondary and 10 percent postconsumer material) and 50 percent virgin material.

PUBLICITY AND EDUCATION VERIFICATION FORM

Grantee Name: _____

Grant Number: _____

Item description: _____

This form certifies that each of the Grantee's Publicity and Education items and materials, for which preapproval was not obtained from the CIWMB Grant Manager, meets the following minimum requirements:

1. Is directly related to and/or used for oil and filter collection and recycling needs;
2. Includes the Used Oil Drop Logo with the verbiage "Recycle Used Oil" (in Spanish, "Recicle Aceite Usado"). For color printing, the oil drop color is Yale Blue Pantone 286C, and the background wave is Golden Yellow Pantone 123C;
3. Includes an action step – either a list of used oil/filter collection locations, Grantee's 24-hour hotline number, the 1-800-CLEANUP number or the Earth's 911 Website: www.Earth911.org. Where used oil/filter collection locations are listed, the following language is included: "Call Center for hours of operation and quantities accepted." All wording and logos are clearly displayed and/or sized;
4. Includes an acknowledgement of the CIWMB funding that reads: "Funded by a Grant from the California Integrated Waste Management Board" (in Spanish, "Financiado por una beca del California Integrated Waste Management Board," or alternatively, "Patrocinado por fondos del California Integrated Waste Management Board"). Exception: The acknowledgement line is not required on small items (e.g., pencils, pens, tire gauges, magnets, etc.) where space constraints did not allow for this line, or where it interfered with getting the Used Oil message across. All wording and logos are clearly displayed and/or sized;
5. Is appropriate for the target audience (refer to the CIWMB-sponsored "*Grant Management Success With the Used Oil Recycling Program*" manual);
6. For written materials, with the exception of printing and writing paper, has at least fifty percent (50%) recycled content, and where possible with ten percent (10%) of that being postconsumer waste. All printing and writing paper have at least thirty percent (30%) recycled content all of which must be postconsumer waste. (For such products that could not be found, the Grant Manager was notified in writing and informed as to the steps the Grantee took to locate the product(s), and why a different item(s) with recycled content was not applicable to the Grantee's needs. The Grant Manager approved these exceptions in writing);
7. For premiums, is durable, and not likely to be disposed of in a short time (e.g., balloons);
8. For premiums, do not contribute to the Household Hazardous Waste stream (e.g., any item containing batteries or mercury); and
9. For premiums, does not exceed six dollars (\$6) for a single premium item, or one hundred thousand dollars (\$100,000) for a quantity of the same item.

I verify on behalf of the Grantee, that all of the above requirements, as applicable for the material/item, have been met for each eligible Publicity and Education item/material that did not receive Grant Manager pre-approval.

Signature: _____

Print Name: _____

Title: _____

Date: _____

Guidebook

for Planning,

Tracking,

and Evaluating

Used Oil

Recycling

Programs



A CIWMB Guidebook for Planning, Tracking, and Evaluating Used Oil Recycling Programs

Table of Contents

Overview	71
Chapter 1—Introduction to evaluation	
Overview	73
Chapter 2—Creating community profiles	
Overview	75
Prepare a physical description	77
Understand the community	78
Identify target audiences	81
Discover potential partners	84
Identify neighboring programs	85
Chapter 3—Developing a program work plan	
Overview	89
Establish goals	90
Develop objectives	92
Outline activities	95
Putting it all together	97
Chapter 4—Tracking your program	
Overview	101
Determine baselines	101
Maintain central records	105
Record activities and data	106
Chapter 5—Evaluating and improving your program	
Overview	109
How to evaluate progress	109
Modifying your program	111

Chapter 6—Evaluating used oil collection opportunities	
Overview	113
Permanent collection facilities	114
Certified and non-certified collection centers	114
Permanent household hazardous waste facilities and recycling- only ABOPS facilities	119
Agricultural, marina, and airport used oil collection	120
Temporary or mobile collection	122
Residential collection	123
Load-check programs	125
Used Oil Block Grant annual report examples	126
 Chapter 7—Evaluating community events	
Overview	129
Types of community events	129
How to evaluate a community event	131
Used Oil Block Grant annual report examples	133
 Chapter 8—Evaluating school education programs	
Overview	135
Defining school education programs	136
Evaluating education activities	138
Used Oil Block Grant annual report example	140
 Chapter 9—Evaluating public education	
Overview	145
Defining public education	146
Understanding your target audience	148
Reaching your target audience	148
Evaluating your public education efforts	149
Types of surveys	151
 Chapter 10—Reporting results	
Overview	155
Report recipients and benefits	156
Reporting information	157
 Appendices	
I—Behavior Change	159
II—Social Marketing	163
III—Outreach Research - DIYers and Used Oil Disposal	171
IV—Examples and ideas	177

Overview

Purpose of evaluation

Evaluation is a process that helps you determine whether your program is achieving the results anticipated and ensures that grant funds are used effectively. Evaluation should be an integral part of your used oil program.

Description of the guidebook

This guidebook is a general reference document for those grantees who are new to the used oil grant program or those who wish to learn more about how to plan and implement their program. It is divided into ten chapters that explain how to build a used oil recycling program, and it includes evaluation components from the ground up.

Chapter	Title
1	Introduction to evaluation
2	Creating community profiles
3	Developing a program work plan
4	Tracking your program
5	Evaluating and improving your program
6	Evaluating used oil collection opportunities
7	Evaluating community events
8	Evaluating school education programs
9	Evaluating public education
10	Reporting results

Appendices	Title
I	Behavior Change
II	Social Marketing
III	Outreach Research—DIYers and Used Oil Disposal
IV	Examples and ideas

**Description of
the workbook**

The accompanying workbook is a hands-on reference tool that shows grantees step-by-step how to complete the various CIWMB reporting requirements. It also provides examples of how grantees can collect data to evaluate the performance of their program in a simple and concise way. If a more in-depth evaluation of the program is desired, the guidebook provides more detailed information as well as specific data to collect and measure program results.

Chapter 1

INTRODUCTION TO EVALUATION

Overview

Purpose of evaluation

Evaluation helps grantees and the CIWMB determine whether programs are meeting their objectives. It provides insight into the program components that are most beneficial as well as those that need improvement.

Results of evaluation

Because evaluation helps grantees build more effective programs, it contributes toward the ultimate goal of recycling the maximum amount possible of used motor oil, filters, and household hazardous waste in California.

Definition of evaluation

Evaluation requires gathering data before, during, and after program implementation to help measure the progress of the program so that you can plan more effectively. The guidebook and workbook cover two primary types of evaluation: process and outcome.

Two types of evaluation

Process evaluation measures whether a program is progressing as planned. It answers the question, “What services are delivered and to whom?” Examples of process evaluation are:

- Tracking attendance at events.
- Recording the number and grade level of students at presentations.
- Tracking the quantity of materials distributed.

Outcome evaluation measures program results. It answers the question, “Did the program make a difference?” Examples of outcome evaluation are:

- Number of hotline calls after a public education campaign.
 - Gallons of oil collected as results of distributing oil collection.
 - Increase in awareness on a survey after a presentation.
-

**Establishing
baselines**

The starting point for effective evaluation is a baseline. Determining your baselines will give you a frame of reference from which to measure progress during implementation and after program completion.

**Required
evaluation**

Several of CIWMB's current reporting requirements pertain to process and outcome evaluation. The accompanying workbook covers these requirements and gives step-by-step instructions on collecting the data you need to complete the grant report.

**Optional
evaluation**

The CIWMB recognizes that some grantees choose to conduct evaluation beyond that included in the reporting requirements. Optional evaluation is often appropriate and advisable, particularly for larger grant programs. Because of the tremendous range in size and scope of grant programs, it is not possible to recommend one set of optional evaluation techniques for everyone. If you believe it would be beneficial and cost-effective to undertake additional evaluation, contact your grant manager to discuss your plans for more extensive program evaluation.

Chapter 2

CREATING COMMUNITY PROFILES

Overview

In this chapter

This chapter explains the five primary sections of community profiles and recommends resources for gathering information. The five primary sections are:

- Prepare a physical description.
- Understand the community.
- Identify target audiences.
- Discover potential partners.
- Identify neighboring oil programs.

Definition of a community profile

A *community profile* is a written description of the community in which you are implementing a used oil recycling program. This description is based on data and information collected by researching various aspects of the community.

Who are DIYers?

The term “do-it-yourselfer” or “DIYer” refers to individuals who change their own oil in motor vehicles. This group is your primary target audience. Of an estimated 162 million gallons of motor oil sold annually in California, 20 percent is purchased by DIYers.

Purpose of a community profile

Understanding the makeup of your community can help you design a program that more effectively reaches and persuades your target audience—DIYers. When you understand who and where the DIYers are in your community, you will be able to:

- Make informed decisions about what activities will be most effective.
- Allocate your resources in areas where they will generate the greatest results.

- Identify potential partners and advocates who can help further your efforts.
- Highlight unique needs, problems, or strengths within your community.

Importance of a community profile

Some of the information you record in your community profile may seem obvious or simplistic to you initially, especially if you are already familiar with the area. But remember that the goal is to re-familiarize yourself with all aspects of the community from the perspective of developing an oil recycling program. You want to identify how to communicate with and persuade your target audience—DIYers. Additionally, because communities are always changing, be sure and update your community profile to reflect these changes.

Potential resources for information

You may find that much of the information you need for a community profile is included in an existing master plan or community report. Also consider using the following potential sources:

- Municipal Web sites and annual reports.
- Municipal libraries.
- Municipal public works, planning, and code enforcement departments.
- Municipal community development departments.
- Municipal parks and recreation departments.
- Police and fire departments.
- Utilities.
- School districts.
- Colleges and universities.
- California Integrated Waste Management Board (www.ciwmb.ca.gov).
- California Department of Finance (www.dof.ca.gov).
- California Department of Motor Vehicles (www.dmv.ca.gov).
- Bureau of Census (www.census.gov).
- Neighborhood associations.
- Chambers of commerce.
- Business councils.
- Redevelopment agencies.

- Visitor and tourism bureaus.
- Centers of worship.
- Nonprofit agencies.
- Volunteer groups.
- Real estate agencies.
- Peer agencies in neighboring communities.

Prepare a physical description

Purpose of a physical description

Preparing a physical description of your community will help you identify factors that could influence your program and its effectiveness.

Describe the size and shape of the community

Record the size and map the shape of your jurisdiction. Define boundaries and determine whether mini-communities exist within the larger community. Identify all bordering cities or communities and describe how neighboring residents might affect your program, activities, or results.

Identify special features of the community

Identify features that can affect your program, such as collection centers, gas stations (potential collection centers), household hazardous waste collection centers, and landfills. Include features, sites, or structures that help define, represent, or serve as gathering points for your community. Include landmarks, historical or cultural sites, outdoor areas, and entertainment venues. Examples: museums, parks or recreation centers, community centers, city halls, historic buildings, large schools/colleges or universities, theaters or cinemas, sports or entertainment centers, and tourist designations.

**Record
year-round
weather of the
community**

Record your year-round climate, including average temperatures and rainfall for each month. Note the potential for extreme weather conditions, such as heavy rain, snow, or high/low temperatures that would affect the feasibility of events, activities, or DIYer practices.

**Identify sources
of drinking
water**

Identify the sources of your community's drinking water, including well locations, surface water sources, or imported resources. This may become an important aspect of your oil recycling message. A broader goal of your program is to help protect California's water resources. You should be able to explain these resources to your community. This information is available from your water supplier, and much of it should be included in the supplier's State-mandated Consumer Confidence Report.

**Research
locations of
storm drain and
sewage systems**

Because storm drains are a potential disposal route for used oil, identify storm drain locations and routes. Determine whether neighborhoods need storm drain stenciling. Examine the potential impact to water quality in rivers, lakes, and oceans. Likewise, determine how used oil in the sewer system can affect any local treatment facilities. This information is usually available from municipal public works or wastewater treatment facilities.

Understand the community

**Benefits of
learning about
your community**

Preparing this section will help you better understand the people behind the demographic data, including your target audience, so that you can persuade them to recycle used motor oil. As you learn about the residents in your community, think about what program activities and events would appeal to them. Identify opportunities for partnerships that will strengthen your program.

**Research
population,
lifestyles,
income, and age
clusters**

Determine how many people live in your jurisdiction and how they are distributed. Note whether your residential areas are isolated or mixed among commercial/industrial areas. Identify urban, rural, and mixed areas, along with population percentages for each. Look for and identify neighborhoods that indicate certain lifestyle characteristics, income brackets, and age clusters. Consider how vehicle and motor oil use might vary in these areas. You may want to tailor your efforts to these neighborhoods. Make note of and consider the following areas and factors:

- Multifamily housing with high concentrations of vehicles.
- Affluent communities with high ownership of recreational vehicles, boats, and classic cars.
- Neighborhoods with primarily young families.
- Neighborhoods with older residents and few young children.
- Retirement communities.
- College student housing.
- Extended families with multiple generations in one household.
- Military bases.
- Marinas.
- Local airports.
- Mobile home parks.

You can find demographic and housing information on the State Department of Finance, Demographic Research Unit Web site at www.dof.ca.gov/html/Demograp/druhpar.htm. The CIWMB profiles database is also a good resource for information. You can find it at www.ciwmb.ca.gov/Profiles/.

**Identify
ethnicity and
cultures**

Research the cultural mix of your community. Identify ethnic or cultural enclaves and the languages spoken. Try to determine whether the adults speak the native language primarily and children act as translators. These considerations will affect how you produce and target your written materials. Identify and establish good relationships with community or business groups, individual businesses, or places of worship that represent specific ethnic groups. Some examples are the Hispanic chamber of commerce, Asian markets, the Russian community center, or the Chinese Baptist church. Remember that these could be excellent resources for spreading your message to somewhat isolated, often difficult-to-reach target audiences.

**Research
registered
vehicles**

The California Department of Motor Vehicles can provide data on the number of registered vehicles in specific zip codes (there may be a charge for this information). Using this data, you can estimate how much oil may be available for recycling in your community. You may also be able to identify changing trends in vehicle ownership.

**Analyze
community
character**

Identify mottos, mascots, points of pride, or reputations associated with your community. For example, your community might be known for its large numbers of environmentalists, educators, active parents, or civic-minded retirees. The community may pride itself on its outstanding gardens and public landscaping. Community character might be encompassed by a motto, such as “Land of Rural Living.” Maybe employees of one or more companies comprise much of the population and contribute to the community’s character. Perhaps the city rallies behind the local high school sports teams and their dolphin mascot has become the unofficial mascot of the city as well. The community may be home to a minor or major league sports team. Consider these factors when planning outreach activities that will appeal to your community and when developing powerful partnerships.

**Identify
community
leaders**

Identify and cultivate partnerships with your community’s leaders, decision-makers and VIPs. Look for the names and faces that are often photographed and quoted—the “Who’s Who” within your community. This could include leaders in civic affairs, industry and business, education, cultural groups, youth organizations, and places of worship. Most importantly, identify and get to know the key figures within the target audiences you need to reach.

**Identify
industry in the
community**

Identify the major businesses and employers in your jurisdiction and stay in contact with them. Determine what types of community or employee volunteer programs they operate. Stay apprised of their schedules for employee fairs and other events that could be venues for your activities. Their support could prove a valuable part of your program’s success.

Identify schools

Identify the school districts and private schools within your community. This information is typically available from the department of education in your county. Find out which schools operate environmental or service clubs that could share your program's goals. Consider participating in or supporting their annual fairs or fun days. This may be an excellent way for you to reach parents who could be among your target audience. Research where students are taking driver education classes and consider providing these schools with program information.

Identify community groups, nonprofits, and centers of worship

Identify community groups, nonprofits, foundations, and youth and other organizations that are actively promoting the betterment of your community. Determine their membership size, scope of activities, and impact. Find out whether any local nonprofits are also implementing oil recycling or related programs. Partner with these organizations to help spread your message.

Find out what centers of worship serve your community and identify key religious leaders. Include them in your communications loop to help spread your message and garner support for your program. These congregations, along with their youth, singles, and senior groups can be excellent resources when you need volunteers for special events and other program components.

Identify target audiences

Importance of understanding your target audience

You need to understand your target audience, their motivations, and the factors that influence their behavior in order to develop a program that persuades them to move from awareness to action. This section will help you identify the different target audiences within the community, based on the research you have completed, as well as research about DIYers in general. DIYers represent the foundation of your oil recycling program. You will develop your goals, objectives, and activities based on what you know about them.

Review available research

Use some of the research that has already been completed, such as:

- *Boating clean and green survey*—This research indicated that, of those surveyed, about 75 percent of the boaters who change their own oil do so at home. Boaters may be another target audience in your jurisdiction. A copy of the survey is available on the California Coastal Commission Web site at www.coastal.ca.gov.
 - *Outreach research-survey and focus groups: DIYers and Used Oil Disposal, Initial Results and Recommendations (January 2002)*—This research provides current information about DIYer oil disposal behavior and recommendations for outreach efforts. A summary of the findings and recommendations is provided in Appendix III. You can access the entire document on the CIWMB Web site at www.ciwmb.ca.gov/Publications/default.asp?pubid=935.
 - *County surveys*—Check with your county or local agencies to find out if they have conducted any surveys or research that may be useful in identifying your target audience.
 - *Grantee Research Studies*—Check the CIWMB Web site for additional research conducted by grantees. www.ciwmb.ca.gov/UsedOil/.
-

Conduct local surveys

You can gather basic information on awareness and location of DIYers from brief surveys of potential target audiences. Use these surveys as much as possible when you are distributing premiums at events. Keep your survey brief, limiting your questions only to the information you need to know. If applicable in your area, you may want to ask for their zip codes. Possible venues for these surveys, depending on the size and diversity of your jurisdiction, are:

- Community events and festivals.
- School fun days.
- Employee fairs.
- Local sports events.
- Classic car meets.
- Auto parts stores or retail stores that sell oil.

Example:

Can I ask you four questions about changing motor oil?

Do you change your own motor oil?

Do you know that oil can be recycled?

What do you do with your used oil?

Do you know where your nearest oil collection center is located?

When requesting permission to survey customers at stores, you should also survey the store manager and staff about customers who buy oil. They may be able to provide useful insight about DIYers in your community.

**Conduct
in-depth
interviews/focus
groups**

After you have identified DIYers in your community, invite them to participate in more in-depth interviews or focus groups. You should ask these individuals questions that will enable you to prepare appropriately targeted public outreach materials and activities. Sample questionnaires are provided in Appendix IV.

**Investigate
problem areas**

Talk with staff from your fire department, code enforcement department, or other relevant agencies to determine if you have areas within your jurisdiction with high levels of incidents of illegal disposal of used oil. Focus your efforts on these areas for maximum effectiveness. Try to identify potential target audiences and obstacles to proper disposal, such as the availability of collection opportunities, attitudes, or lack of information. Perhaps community leaders in the area can advise you about communication strategies for spreading your message. Identifying a problem area can be used as the framework for the needs assessment required for competitive used oil grants.

Contact similar jurisdictions

Many communities have similar demographics and community characteristics, especially in densely populated urban areas. Talk to your counterparts at other jurisdictions about potential target audiences. Ask them what outreach methods have proven most successful. Identify the obstacles they have faced and consider using their solutions and successes.

Ask around

Talk to co-workers, friends, and neighbors to find out if they change their own oil. Discuss obstacles to recycling their used oil or filters and ask for their suggestions on outreach methods that would appeal to them. Because you already have credibility and a built-in relationship with these individuals, you are more likely to get honest responses that will help you fine-tune your outreach programs.

Discover potential partners

Benefits of involving others

Involving others in your planning, communication, and activities will increase the effectiveness of your program. Involving others in your program increases the number of people who are informed about the issue and can spread the word to others. It also increases ownership in the program, so that there are more individuals working toward the program goals and, ultimately, sharing in its success.

Locate internal partners

There are usually potential partners within your organization, and reaching internal audiences is a vital communications objective. Perhaps your organization (city, county, region) is planning or implementing programs in which you could partner or use to help deliver your message. Often you can work jointly to distribute used oil recycling materials and coordinate promotions and events. Be sure to promote your message with staff who can share it directly with your target audience in the course of doing their job every day. Consider the following internal partners:

- Community policing program.
- Customer service desks.

- Public or community information offices.
 - Public works and utilities.
 - Code enforcement.
 - Community development programs.
 - Libraries and summer reading programs (may also be an external partner).
 - Volunteer programs.
-

Locate external partners

When you gathered information on people in your community, you should have identified potential partners outside of your organization. Establish a system for communicating with these partners regularly and involving them in your efforts to increase oil recycling. Invite them to share your goals for bettering the community, increasing used oil recycling, and protecting the environment. External partners may include:

- Major employers/businesses.
 - Schools.
 - Churches and other religious centers.
 - Youth organizations.
 - Senior clubs.
 - Special interest/hobby clubs—gardening, classic and race cars, boating, environment.
 - Service organizations.
 - Ethnic or cultural groups or centers.
 - Neighborhood or homeowner associations.
-

Identify neighboring programs

Benefits of being aware of neighboring programs

While your community profile is primarily limited to your own jurisdiction, you should also identify oil recycling, household hazardous waste, or related programs in neighboring communities. Being aware of what your neighbors are doing will help you develop, implement, and evaluate your own program more effectively.

Contact your grant manager

Your grant manager will be able to advise you of nearby jurisdictions that are implementing CIWMB used oil and household hazardous waste

grants. A list of recipients can be found at www.ciwmb.ca.gov/UsedOil/Grants/Block/7thCycle/Agreement/Grantee.xls. Although these programs are implemented outside of your boundaries, they could affect your own program results, especially in urban areas. This “overlap effect” can sometimes make it a challenge to obtain isolated data. This is particularly true when jurisdictions share the same media markets and a high percentage of residents live in one jurisdiction and work in another. Also review the CIWMB’s waste profile database on the Web site at www.ciwmb.ca.gov/Profiles/ for information on household hazardous waste and solid waste.

Communicate with grantees

Be informed about events, public information, and media campaigns that could affect your program too. For example, radio public service announcements produced in and broadcast out of a nearby major city may be heard in your community and could increase your oil collection totals. Likewise, your efforts may affect nearby communities. Share information about your successes, failures, and target audiences. Attend CIWMB conferences and household hazardous waste information exchanges to network and exchange ideas with grantees throughout the state.

Collaborate with other partners

Particularly in large urban areas, you are probably both working toward reaching a shared target audience. This is especially true in areas where people live in one jurisdiction and work in another. You may want to collaborate on program components and evaluation strategies. Consider combining resources for large events or to reach different media markets. Working with other jurisdictions can be cost-effective and more effective. Also contact Earth’s 911 Public and Private Section Partnership for the Environment, a partnership that includes U.S. EPA, the National Governor’s Association, all 50 states, hundreds of local and State government agencies, national and local media organizations, celebrities, private companies, nonprofit organizations, and thousands of individuals nationwide, all working together for the environment. Earth’s 911 operates a hotline at 1-800-CLEANUP (253-2687) and a Web site at www.cleanup.org where consumers can receive environmental information specific to their zip code. All of Earth’s 911 services for the consumer are free. Call Earth’s 911 direct line at (602) 224-5444 for additional information on how you can become a partner.

**Note potential
“overlap” effects**

Awareness of neighboring programs gives you a more realistic picture of what is happening with oil recycling in your community and extended region. Another program’s public information efforts may positively affect your survey results, hotline calls, and collection totals. When evaluating your program, remember to note this potential “overlap” effect whenever it is applicable.

Chapter 3

DEVELOPING A PROGRAM WORK PLAN

Overview

In this chapter

This chapter explains how to develop goals, objectives, and activities, so that you can prepare a comprehensive work plan for your oil recycling program. This work plan will serve as a framework for developing, implementing, and evaluating an effective program within a given time period. This chapter outlines how to:

- Establish goals.
 - Develop objectives.
 - Outline activities.
 - Put it all together.
-

Example of presenting goals, objectives, and activities

The system presented in this chapter for developing goals, objectives, and activities may differ from how you or your organization have defined and used these three terms in the past. Think of these three terms as a hierarchy of planning, where activities support the objectives, which in turn support the goals. The example below shows the system described in this chapter.

Example:

GOAL 1: Increase number of certified collection centers (CCC) in the city from 25 to 30 by 7/1/2004

Objective 1a: Provide support to maintain 25 existing certified collection centers.

Activity 1a(1): Conduct site visits to answer questions and address any concerns.

Activity 1a(2): Follow up with regular phone calls or letters.

Activity 1a(3): Recognize all CCCs as part of CCC-of-the-month program.

Objective 1b: Establish 5 additional certified collection centers.

Activity 1b(1): Develop list of potential sites.
Activity 1b(2): Schedule meetings with site managers to go over materials and benefits.
Activity 1b(3): Follow up with phone calls and offers of assistance.
Activity 1b(4): Assist interested sites with application paperwork.
Activity 1b(5): Recognize new CCCs as part of CCC-of-the-month program.

Review your work plan regularly

During program implementation, you should review your work plan regularly. Ask yourself if your goals and objectives are still appropriate and feasible. There may have been changes in your community or program that necessitate changes in your work plan. Perhaps a particular objective or activity has proven so successful or so ineffective that you want to delete, add, or modify items from your work plan. Remember that this should be a flexible working document that meets the changing needs of your community and your program.

Establish goals

Goals provide program direction

When you have completed your community profile, you will have a foundation of knowledge about your community and your target audience and their needs. Utilizing this information, you will establish the goals for your program. Goals provide the general direction for your program.

Definition of a goal

A *goal* is typically a broad statement describing what you want to accomplish within a given time period. Goals answer the question “What do we want to achieve through this program during this period?”

Check for compatibility

Ensure that program goals are compatible with the goals of the State’s used oil recycling program as well as with the goals and expectations of your own organization.

**Make goals
feasible**

Goals need to be broad, yet feasible and attainable. Goals should also be measurable. They should include a reference to your used oil recycling program.

Examples of broad feasible goals:

- Increase the quantity of oil collected at certified collection centers by 10 percent.
- Increase used oil collection opportunities by establishing a curbside collection program in Bayside.
- Decrease improper disposal of oil filters by adding collection of filters to existing residential collection program.
- Increase the number of high school students receiving information on used oil recycling.

Examples of inappropriate goals:

- Recycle all used motor oil in Bayside (not feasible).
 - Make all residents understand why we need to recycle used motor oil (too broad).
 - Contact high schools about school education programs (too specific—should be activity).
 - Distribute collection containers at city founders day (too specific—should be activity).
-

**Cover all
program areas**

You should develop a goal for each budget category funded by your oil recycling grant.

- Increase the quantity of oil collected at certified collection centers by 10 percent (permanent collection facilities).
- Increase oil and filters collected in the city by holding three collection events (temporary or mobile collection).
- Develop a curbside collection program in the city (residential collection).

- Add one additional inspector at city transfer facility (load check).
 - Participate in seven community events by distributing used oil containers to DIYers (community events).
 - Increase the number of high school students receiving information on used oil recycling by 15 percent (school education).
-

Consider goals unique to your program

Some goals should be unique to your program and community's needs and based on the research from your community profile, especially regarding your target audience. You may need to add a goal that specifically addresses their needs.

Examples:

- Increase oil recycling among boaters through a marina oil collection program.
 - Increase involvement of seniors in oil recycling programs.
 - Establish a used oil collection program at city airport.
 - Develop a Hispanic public education campaign.
-

Develop objectives

Objectives outline milestones

The function of objectives is to outline milestones that will help you fulfill your goals within a given time frame. Objectives answer these questions:

- What do I need to do?
 - To whom will it be directed?
 - When will it be done?
-

Definition of objective

An *objective* is a brief, focused statement of intention about one accomplishment that will enable you to achieve your established goal within the given time period.

Objectives should have measurable outcomes

Objectives also need to be specific, measurable, and attainable. You may need to reconsider how your objectives were developed in the past. Don't overlook the criteria of "specific" and "measurable." A valid way to know if you attained the objective is to include a specific measurable objective.

Examples:

Turn broad statements like these . . .

- Increase public interest in oil recycling programs this quarter.
- Decrease illegal disposal of used motor oil in problem areas.
- Involve youth groups in storm drain stenciling program this year.
- Minimize damage to the environment from the improper disposal of used oil.

into measurable objectives like these.

- Increase hotline calls by 20 percent this quarter.
 - Decrease fire dept. oil cleanup incidents by 25 percent in the city.
 - Complete storm drain stenciling program in three new developments by 1/1/01.
 - Establish six new certified collection centers by 7/1/01.
-

Pitfalls in developing objectives

Bear in mind that each objective will have supporting activities. These are the tasks you will need to complete in order to fulfill the objective. Save task-oriented details for your activities.

These examples are activities, NOT objectives:

- Track calls to hotline to see if newspaper ads were effective.
 - Complete site visit checklists.
 - Send out final report to all partners.

Linking goals and objectives

Now that we've identified the differences between goals and objectives and provided some guidelines for developing both, let's look at how they relate to each other with a set of examples. Consider how each of these goals is supported by the objectives that follow it. The goal states what the agency wants to achieve in one area of its program, and the objectives state how the goal will be achieved.

Examples:

Goals and objectives for the period of July 1, 2003–June 30, 2004

GOAL 1: Increase the quantity of oil collected at certified collection centers by 10 percent

Objective 1a: Perform site visits of the 24 collection centers to gather baseline oil collection data and discuss plans for public education and media campaign.

Objective 1b: Develop public education and media campaign that includes three different types of marketing media.

Objective 1c: Prepare campaign budget and timeline.

Objective 1d: Implement public education and media campaign.

Objective 1e: Perform site visits of the 24 collection centers to compile post-campaign collection data and discuss impact of public education and media campaign.

Objective 1f: Prepare a report of campaign results. Send thank-you letters to centers and summary of results of campaign.

GOAL 2: Increase used oil collection opportunities by establishing a curbside collection program in Bayside.

Objective 2a: Identify curbside collection programs in other cities.

Objective 2b: Design curbside collection program to target areas with high concentrations of DIYers and include a built-in tracking system.

Objective 2c: Educate “partners” and internal target audiences of program details and schedule.

Objective 2d: Produce and distribute 7,000 door hangers and two news releases to promote the curbside collection program to targeted areas.

Objective 2e: Implement curbside recycling program that reaches 1,500 households by January 1, 2004.

Objective 2f: Monitor quantities and map the locations within Bayside where oil is collected.

Objective 2g: Evaluate results by June 30, 2004, for possible expansion to other areas of Bayside.

GOAL 3: Decrease improper disposal of oil filters by adding collection of filters to existing residential collection program.

Objective 3a: Amend existing contract with vendor to include oil filter collection as part of residential collection program.

Objective 3b: Produce and distribute 5,000 door hangers and two news releases to announce used oil filter collection to participants of residential collection program.

Objective 3c: Arrange collection of filters by September 1, 2003.

Objective 3d: Monitor quantities and map the location where filters are collected.

GOAL 4: Increase the number of high school students receiving information on used oil recycling.

Objective 4a: Evaluate existing high school education program and research similar programs in other areas.

Objective 4b: Working with educators and administrators, develop a plan to expand high school education program to include more schools and increased use of special events, assemblies, and incentives.

Objective 4c: Develop pre- and post-surveys for both students and teachers.

Objective 4d: Complete program and schedule of school visits/activities to kick off program by January 1, 2000.

Objective 4e: Evaluate program to plan enhancements/changes.

GOAL 5: Develop a used oil collection program at the city airport.

Objective 5a: Establish three used oil collection sites at the airport facility.

Objective 5b: Develop an airport-specific education and outreach campaign.

Objective 5c: Hold a “kick-off” event at each of the collection sites.

Objective 5d: Establish and implement a quarterly outreach/advertising schedule.

Objective 5e: Develop a system to track oil collection quantities from each site.

Outline activities

Purpose of activities

Activities support your goals and objectives. They enable you to see what you have accomplished and what still needs to be done.

Definition of activities

Activities serve as the “to do” list for your oil recycling program. Sometimes called tasks, activities outline the steps you will take to fulfill each objective.

Make a list of tasks

The easiest way to prepare activities is to chronologically list the tasks required to complete the related objective.

Example:

Objective 1a: Perform site visits of the 24 collection centers to gather baseline oil collection data and discuss plans for public education and media campaign.

Activity 1a(1): Call collection center contacts to schedule site visits.

Activity 1a(2): Prepare schedule, collection center site visit checklist, and questionnaire.

Activity 1a(3): Perform site visits and complete checklists and questionnaires.

Activity 1a(4): Prepare spreadsheet of baseline used oil collected.

Activity 1a(5): Compile comments/recommendations received from collection centers regarding the public education and media campaign.

Activity 1a(6): Incorporate above comments/recommendations where feasible.

Include communication activities

Include activities that pertain to communicating program planning, implementation, and results with all relevant parties. Look through your activities to see if there are places where you could improve your internal and external communications.

Examples:

- Notify collection centers about public education campaign schedule prior to implementation.
- Share results of events in thank-you letters to organizations who provided volunteers.
- Contact school districts about availability of oil recycling presentations.
- Issue news release about increases in oil recycling and need to continue efforts.

Prepare a timeline

After you have developed activities for each objective, prepare a master timeline for carrying out activities. You may find that you can save time by coordinating or combining certain activities. Take into consideration master calendars for your jurisdiction, looking for projects, events, and holidays that may affect your timeline.

Putting it all together

Creating your work plan

By outlining the activities that support your goals and objectives, you have essentially developed a work plan that describes in detail everything you need to do to implement your program. You will be able to easily see what you have accomplished and what still needs to be done. This is an excellent way to track your progress to ensure you complete tasks within the specified timeframe. Below is an example of a goal with supporting objectives and activities and the timeframe for completion.

Example:

GOAL 1: Increase the quantity of oil collected at certified collection centers by 10 percent	Estimated completion date
Objective 1a: Perform site visits of the 24 collection centers to gather baseline oil collection data and discuss plans for public education and media campaign.	10/31/2002
Activity 1a(1): Call collection center contacts to schedule site visits.	5/30/2002
Activity 1a(2): Prepare schedule, collection center site visit checklist, and questionnaire.	6/13/2002
Activity 1a(3): Perform site visits and complete checklists and questionnaires.	8/30/2002
Activity 1a(4): Prepare spreadsheet of baseline used oil collected.	9/30/2002
Activity 1a(5): Compile comments and recommendations received from collection centers regarding the public education and media campaign.	10/15/2002
Activity 1a(6): Incorporate above comments and recommendations.	10/15/2002

Objective 1b: Develop public education and media campaign that includes three different types of marketing media.	1/31/2003
Activity 1b(1): Research media options.	12/15/2002
Activity 1b(2): Prepare cost and select media.	1/30/2003
Objective 1c: Prepare campaign budget and timeline.	3/30/2003
Activity 1c(1): Prepare scope of work.	2/15/2003
Activity 1c(2): Contact vendors and request bids.	2/28/2003
Activity 1c(3): Evaluate bids and select vendors.	3/15/2003
Activity 1c(4): Complete chart with budget and timeline.	3/30/2003
Objective 1d: Implement public education and media campaign.	6/30/2003
Activity 1d(1): Complete purchase orders with vendors.	4/15/2003
Activity 1d(2): Review and approve drafts.	5/31/2003
Activity 1d(3): Finalize and distribute radio spot.	6/15/2003
Activity 1d(4): Finalize and place ads.	6/15/2003
Activity 1d(5): Print and distribute point-of purchase flyers.	2/15/2003
Objective 1e: Perform follow-up site visits of the 24 collection centers to compile post-campaign collection data and discuss impact of public education and media campaign.	11/31/2003
Activity 1e(1): Call collection center contacts to schedule site visits.	10/1/2003
Activity 1e(2): Prepare schedule, collection center site visit checklist, and questionnaire.	10/13/2003
Activity 1e(3): Perform site visits and complete checklists and questionnaires.	10/31/2003
Activity 1e(4): Prepare spreadsheet of baseline used oil collected.	11/30/2003

Activity 1e(5): Compile comments and recommendations received from collection centers regarding the public education and media campaign.	11/15/2003
Objective 1f: Prepare a report of campaign results. Send thank-you letters to centers and summary of results of campaign.	1/30/2004
Activity 1f(1): Compile information from site visits.	11/30/2003
Activity 1f(2): Analyze data and draw conclusions.	12/10/2003
Activity 1f(3): Draft and review report.	12/31/2003
Activity 1f(4): Complete final report.	1/15/2004
Activity 1f(1): Send thank-you letters to centers and include copy of report.	1/31/2004

Chapter 4

TRACKING YOUR PROGRAM

Overview

In this chapter This chapter covers three guidelines for tracking your program so that you can evaluate its effectiveness.

- Determine baselines.
 - Maintain central records.
 - Record activities and data.
-

Definition of tracking Tracking is simply good recordkeeping. To effectively track your programs, you need to maintain relevant, centralized records of your activities.

Purpose of tracking Tracking your program activities will give you the data and information you need to fulfill your reporting requirements and evaluate the overall effectiveness of your efforts. By tracking program data and analyzing this information, you may see trends in areas such as oil collection and public awareness. Ideally, you will be able to establish a correlation between program efforts and results.

Determine baselines

Purpose of baselines Baselines enable you to track your program's progress in specific areas such as number of collection centers, oil collection totals, and public awareness for a specific period of time.

Definition of baseline

A *baseline* is a numerical indicator by which you will measure progress in the future.

Establishing baselines

Baselines represent a starting point from which you can measure progress for a specified period of time. Baselines can date back to the inception of your jurisdiction's oil recycling program, if the data is available. Baselines can also be established each year to show the progress of your program.

How to determine baselines

Your work plan of goals, objectives, and activities can help you determine what baselines you can establish. Ask yourself if there is a numerical starting point for each goal or objective. Then determine the time frame by which you will collect data to compare to the baseline. Usually, an annual comparison is sufficient. The CIWMB requires an annual comparison as part of the block grant reporting requirements.

Potential baseline data

Here are some examples of baseline data.

Legend: ● Data to collect

Facility type	Quantity of oil collected	Quantity of filters collected	Incidents of proper disposal	Number of certified collection centers	Number of non-certified collection centers	Number of stops or participants
Permanent collection facilities	●	●	●	●	●	
Temporary or mobile collection	●	●				●
Residential collection	●	●				●
Load-checking	●	●				

- Community events:
 - 1) Number of events.
 - 2) Attendance at events.
 - 3) Number of booth visitors or contacts.
 - 4) Number of premiums distributed.
 - 5) Number of surveys completed.
 - 6) Number of volunteers.
 - School education program:
 - 1) Number of schools.
 - 2) Number of presentations.
 - 3) Number of students.
 - 4) Grade levels of students.
 - 5) Quantities of materials distributed.
 - 6) Number of pre-surveys completed.
 - 7) Number of post-surveys completed.
 - 8) Number of response cards received.
 - Media outreach:
 - 1) Number of surveys completed.
 - 2) Percentage of positive responses to survey questions.
 - 3) Number of advertisements.
 - 4) Number of public service announcements aired.
 - 5) Amount of media coverage.
 - 6) Calls to hotlines.
 - 7) Number of calls regarding specific issues.
 - 8) Number of response cards received.
 - Storm drain stenciling:
 - 1) Total number of storm drains.
 - 2) Total number of storm drains stenciled.
 - Community information:
 - 1) Number of residents in jurisdiction.
 - 2) Number of registered vehicles in jurisdiction.
-

Examples of baseline data

Determining your baselines will give you a frame of reference from which to measure progress throughout your program. Below are three different examples of using baseline data to evaluate the program activities.

Example #1

This chart shows the annual change in the number of certified and non-certified collection centers for the period of 1995–2002 using 1995 as the baseline year.

Collection Centers								
at Year-End	1995*	1996	1997	1998	1999	2000	2001	2002
Certified	5	5	7	10	10	11	13	14
Non-certified	8	8	6	6	6	5	5	6
Total	11	13	13	16	16	16	18	20
*baseline								

Example #2

These two charts show the difference in the results of an oil recycling awareness survey done in January and June. The January survey was used as baseline of the general awareness, which is compared to the results of the July survey to show progress.

Oil Recycling Awareness Survey—January	Yes	No	Baseline
Quantity of surveys completed	-	-	100
Did you know that used motor oil can be recycled?	30	70	30%
Did you know that used oil filters can be recycled?	10	90	10%
Do you know where to turn in used motor oil and filters?	15	15	50%
Oil Recycling Awareness Survey—July	Yes	No	+/-
Quantity of surveys completed	-	-	150 +50%
Did you know that used motor oil can be recycled?	75	75	50% +20%
Did you know that used oil filters can be recycled?	50	100	33% +23%
Do you know where to turn in used motor oil and filters?	50	25	66% +33%
Note: The increases in awareness followed our media campaign (4/02–present).			

Example #3

This chart shows the changes in the type and quantities of media outreach materials produced and hotline calls received each quarter, using the first quarter as a baseline to evaluate the progress.

Media Campaign	Baseline			
	1st quarter	2nd quarter	3rd quarter	4th quarter
News releases	1	2	1	3
News articles	0	1	2	3
Newsletter articles	0	6	8	12
News ads	1	1	1	3
TV/radio news	0	1	2	3
Hotline calls	5	18	30	50
*School, church, community association, car club, and realtor newsletters				

Maintain central records

Purpose of maintaining central records

Maintaining a comprehensive, centralized file of everything relating to your program and keeping these records current will help you access information easily when you evaluate your program and prepare reports. It will also speed up the process should the grant be selected for an audit.

What to include in central records

Your central file should include all of the following materials that are relevant to your program:

- Original grant application.
- Community profile.
- Work plan of goals, objectives, and activities.
- Up-to-date schedule of program activities.
- Reports and correspondence to and from CIWMB.
- Premium approvals.
- Public education approvals.
- Payment requests.
- Invoices from vendors/suppliers.

- Used oil and filter collection data.
- Manifests.
- Collection center site visit forms.
- Event records.
- Inventories of premiums/materials.
- Surveys and result summaries.
- Hotline call records.
- Volunteer records.
- Copies of public education materials.
- Copies of school education materials.
- Copies of media campaigns and ads.
- Copies of premiums.
- Correspondence with partners.
- Relevant e-mails and memos.
- Thank-you letters.

Record activities and data

Purpose of recording activities and data

Keeping accurate and organized records on program activities will help you to effectively evaluate the progress of your program and save time in completing reporting requirements.

Guidelines for recordkeeping

Use simple tracking systems to record data and information for all relevant activities, such as a log sheets for recording premium inventories, tally sheets for survey results, graphs showing quarterly oil collection totals, or community event checklists. Use whatever methods work for your program activities. The key is to keep good records and to incorporate recordkeeping tasks into your program so that they become routine.

Compiling used oil collection data

Compiling used oil data can demonstrate the program is achieving these goals. Developing strategies to quantify the amount of used oil collected from DIYers as a result of used oil recycling grant funds is vitally important.

Compiling permanent collection facility data

Be diligent about conducting site visits at your collection centers. Work with center operators to develop a system to track DIYer oil, such as the methods outlined in the guidebook—logs, sale receipt method, or interviews—or an alternate method that provides the information you need. You will also need to gather oil and filter collection data from permanent household hazardous waste facilities and recycling only antifreeze, batteries, oil, and paint (ABOP) in your jurisdiction. You can develop a spreadsheet using Excel or a tally sheet. This information will help you see how used oil outreach efforts affect participation at permanent household hazardous waste facilities and vice-versa.

Collecting temporary or mobile collection data

Consider developing a collection event report form to track oil and filters collected, participants in the event, and other specific information relating to the particular event. This information should be completed at the time of the event when details are fresh in your mind. Also, having a complete collection event report form will help you compile your final report as well as your evaluation reports.

Compiling residential collection data

Keep an ongoing tally of the quantity of oil and filters collected. These figures should be taken from the disposal manifest. Also you will need to report the number of collection stops. Review these figures frequently so you can look at trends or signs that you need to do additional outreach activities to improve collection. Consider converting this information into a bar chart or graph so it can be easily analyzed.

Gathering load-check data

If you have a load-checking element in your program, you must compile oil and filter collection information for your evaluation report. Also, consider tracking this information in a graph format to see if your activities are reducing the incidence of oil and filters being sent to the landfills.

**How to collect
community
event data**

Using a community event checklist or report form will help you compile data related to your events. An example of an event checklist can be found in Appendix IV. You will need information on the number of participants who visited your booth. Surveys, interviews, and promotions will also help you track participants as well as compile information on your target audience and on used oil recycling awareness levels.

**How to collect
school education
data**

Keep records on the presentations you make, including the date, location, grade level, and how many students attended. Pre- and post-presentation surveys or post-presentation evaluations can help you track attendance and give you valuable feedback on students' understanding of the issue and your presentation.

Chapter 5

EVALUATING AND IMPROVING YOUR PROGRAM

Overview

In this chapter	<p>Depending on the scope of your program, you may want to evaluate and modify its components quarterly, semiannually, or annually. This chapter covers the tasks required to evaluate and improve your program.</p> <ul style="list-style-type: none">• How to evaluate progress.• Modifying your program.
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How to evaluate progress

Purpose of evaluating your progress	<p>After tracking data and information as you implement your program, you need to analyze this data to evaluate the effectiveness of your program activities. You may want to replicate activities that helped you fulfill your objectives and goals, and modify those activities that were not effective.</p>
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Review objectives and activities	<p>Using your master work plan and timeline, review your objectives and activities along with related data and information you have tracked during the time period. Where applicable, compare new data to baseline data to evaluate progress.</p>
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Analyze data	<p>Using the data and information you have collected for your program activity, analyze whether your activities had an effect on your target audience and contributed to the attainment of your program goals. Here are some sample questions that will help you evaluate progress and results:</p> <ul style="list-style-type: none">• Did your program components work as intended?• What did you achieve?• Can you document an increase in knowledge/awareness of used oil recycling?
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- Can you link your activities to increased quantities of oil and/or filters being recycled?
- Have you increased the number of collection centers?
- Have you established new partnerships?
- Was it cost-effective?

Example:

Goal	Objective	Activities	Data	Evaluation
Increase oil collection opportunities in the county	Execute two collection events this year	1. Obtain necessary permits 2. Schedule collection events 3. Publicize events 4. Hold collection events 5. Conduct survey of participants at events	Collection event held on May 11 and October 19 530 gallons of oil 2 drums of uncrushed filters 105 participants	Two collection events were held. The cost was \$200 higher, but there were 75 additional participants and we collected 20% more oil. Surveys indicated that “Auto Trader” advertising was the most effective method of advertising and newspaper ads were least effective. Participants need more information on proper containers. Many car club members participated, which is a new target audience.

Highlight program successes

Highlight those activities and objectives that were particularly successful. Ask yourself these questions:

- What made these components successful?
 - How can we can replicate or increase these components?
 - How can I share these “success stories”?
 - How can we continue to be successful?
-

Learn from failures

Analyze those activities and objectives that did not achieve the desired results. Remember that this is an opportunity for improvement. Ask yourself these questions:

- Why did these components fail to contribute to the program?
- Is the component still relevant to the program?
- How can I change the component to make it more effective?
- Should I delete or replace the component entirely?

Example:

Goal	Objective	Activities	Data	Evaluation
Increase oil collection opportunities in the county	Execute two collection events this year	1. Obtain necessary permits 2. Schedule collection events 3. Publicize events 4. Hold collection events 5. Conduct survey of participants at events	Collection event held on September 15 30 gallons of oil 10 filters 5 participants	Two collection events were planned. Only 10 people participated in the first event. We attributed this to the type of advertising done. Therefore, for the second event we will coordinate with community services and hold the event on the same day of the neighborhood cleanup day. Advertising will be done by a direct mail, done through community services.

It is in the evaluation that you identify what caused the failures and how you will address the problems the next time. In this case, you would:
1) coordinate with community services 2) hold the event on neighborhood cleanup day 3) advertise by direct mail.

Modifying your program

Purpose of modifying your program

If through the evaluation process you find that you are not achieving the results you had hoped, it may be necessary to change or modify program objectives and activities. Another reason for changing program objectives and activities could be that you have found new opportunities or partnerships.

Revise your objectives

Based on your evaluation, you may want to revise your goals, objectives, and activities. Having implemented your program for a while, you will have gained valuable insight into what works best in your community.

Example:

Original objective	Revised objective
Establish 5 new collection centers in Bayside.	Establish 5 new collection centers in northern half of Bayside.
Rationale: We have found that events held in the southern half of the city attract very few DIYers, yet that is where 75% of our collection centers are. DIYers at events in the north tell me that there are no collection centers by them. I mapped it out and they're right, so we're going to focus on contacting stations and auto parts stores in the north half of the city.	

Revise activities to support new objectives

If you have changed your objectives or found that activities were not successful in supporting your objectives, you will need to modify your activities.

Example:

Original objective	Revised objective
Send out letters to all school principals about oil recycling presentation.	Send out letters to all school PTAs about oil recycling presentation.
Rationale: We only have a few responses to our mailing to principals. I called to follow up and was told that the teachers don't have class time available, due to additional curriculum and testing. One principal suggested an afterschool PTA-sponsored presentation, which was a huge success. The students want to start an environmental club now! I believe the PTAs will make excellent partners at other schools as well.	

Chapter 6

EVALUATING USED OIL COLLECTION OPPORTUNITIES

Overview

In this chapter

This chapter outlines strategies to collect the measurement and evaluation data you need to fulfill CIWMB requirements and conduct evaluation. If you are already using a system that enables you to fulfill CIWMB requirements, there is no need to change your methods. The key is to use the same systems consistently over time to accurately track trends in used oil and filter collection. This chapter includes information on collecting data and evaluating used oil collection from:

- Permanent collection facilities.
 - Certified and non-certified collection centers.
 - Permanent household hazardous waste facilities and recycling-only antifreeze, batteries, oil, paint (ABOP) facilities.
 - Agricultural, marina, and airport used oil collection.
 - Temporary or mobile collection.
 - Residential collection.
 - Load-check programs.
 - Used Oil Block Grant annual report examples.
-

Purpose of collecting used oil data

As a grantee, you play a vital role in ensuring that used motor oil is recycled, kept out of California's landfills, and not illegally disposed. Measuring the amount of used oil collected from DIYers helps confirm that your program is helping meet the goals of the Used Oil Recycling Program.

Tracking vehicle registration

While it's not possible to calculate the exact amount of used oil available for recycling in your jurisdiction, you can make estimates based on the number of registered vehicles. The DMV can provide these figures by zip code for a fee. Tracking this data for increases or decreases in vehicle use over time will help you plan your program more effectively. Use an average figure to calculate how much oil a vehicle uses in a particular period and multiply it by the number of registered vehicles.

Permanent collection facilities

Measuring DIYer oil and filters

.The most effective way to evaluate the success of your oil recycling program is to measure the amount of oil and filters turned in by DIYers at your permanent collection facilities over time. This section explains several strategies for working with collection facilities to track collection figures consistently throughout the course of your program.

Types of permanent collection facilities

These types of collection opportunities are considered permanent collection facilities:

- Certified collection centers.
- Non-certified collection centers.
- Permanent household hazardous waste facilities.
- Recycling-only ABOP facilities.
- Agricultural collection.
- Marina collection.
- Airport collection.

Certified and non-certified collection centers

Required report data

You are required to report the following data from your oil collection center program:

- Oil volume collected (in gallons).
 - Oil filters collected (number of filters).
 - Comparison of collection data.
 - Total number of collection centers at the beginning of the reporting period.
 - Total number of collection centers at the end of the reporting period.
-

Measuring DIYer oil

Bear in mind that there are many variables beyond your control that will prevent you from getting precise DIYer oil data from your collection centers. Use sound methods consistently to obtain the best figures

possible within your jurisdiction. This data can enable you to answer the following questions:

- Do some collection centers collect more oil than others collect, and if so, why?
 - Are other aspects of your program, such as residential collection or collection events, affecting collection center figures?
 - Are there periods of time when centers are collecting more oil, such as after a public education campaign or during certain times of the year?
-

Categorize your centers

To obtain the most accurate data on how much oil is being collected from DIYers, work with both your certified and non-certified centers. Your grant allows you to offer many of the same services to non-certified collection centers as you do to certified centers, provided they collect used motor oil from the public at no charge. Divide all of your collection centers into two categories:

- *Centers without service bays*—All of the oil collected at these facilities will be from DIYers and the amount collected will be recorded on the center's shipping documents (manifests or abbreviated manifests).
 - *Centers with service bays*—The oil at these facilities is a combination of DIYer oil and used oil generated from servicing vehicles. Four methods for measuring DIYer oil at centers with service bays are based on logs, sales receipts, collection center site visit, and interviews. These methods are explained below.
-

Methods for measuring DIYer oil

The method used for each collection center will vary according to the category of the center and the willingness of the center to collect data. The following four methods to measure DIYer oil are discussed in this section:

- Log method.
 - Sales receipt method.
 - Collection center site visit method.
 - Interview method.
-

Log method

A random survey of collection centers indicated that about 30 percent of the collection centers were already keeping logs. More than 50 percent of those not keeping logs would be willing to do so if provided with a simple form and explanation of the program's value to the State. The log method requires the employee(s) responsible for collecting used motor oil from the public to record the collection information. Keep the log form simple, requiring only the date, amount of oil (in gallons) and/or number of filters accepted, and how the DIYer knew about the center.

Sales receipt method

Use this method for centers with service bays. It works backward from the total amount of oil recorded on the modified manifest receipts that collection centers must maintain. You need to determine how much oil the center generated from servicing vehicles and subtract that quantity from the total amount of oil recorded on the manifest. Most collection center managers can provide the number of oil changes performed. The formula below assumes that each oil change results in 4 quarts of used oil. While some vehicles contain more oil, provided you use the 4-quart figure consistently over time, you can track DIYer trends accurately. Here is the formula for using this data to calculate DIYer oil, followed by a sample calculation.

T = the total oil disposed (based on disposal manifest)

N = the number of oil changes performed

A = the average amount of oil—4 quarts

D = the amount of DIYer oil

$$T - (N \times A) = D$$

Example:

A collection center performed 350 oil changes in a given period. Based on disposal records, the center disposed of 500 gallons (2,000 quarts) during the same period. Therefore, the calculation would be as follows:

T = 2,000 quarts

N = 350

A = 4 quarts

D = ?

$2,000 - (350 \times 4) = 2,000 - 1,400 = 600$ quarts; D = 600 quarts (150 gallons)

**Collection center
site visit method**

This method entails using the information you collected as part of the site visits to calculate the quantity of DIYer oil and filters collected at the center. Calculations are done on a six-month period. If you used this method, remember to:

- Show your methodology.
 - Be consistent in how you calculate.
-

Example #1:

Quantities of oil and filters collected are based on calculating (for a six-month period—182 days) the estimated quantities collected from DIYer.

Methodology:

10 people bring in 3 gallons per month

Date	Center	Estimates	Oil	Estimates	Filters
1/21/02	Bob's Ford	10 people bring in 3 gal per month	180 gal	10 filters per month	60 filters
1/21/02	Star Auto Center	2 people per day come in, collect 3 gals per day	546 gal	2 people bring in 2 filters per month	12 filters
1/22/02	Quick Lube	5 gal per month	30 gal	2 filters per month	12 filters
1/22/02	Disposal Yard	7 people come in, collect 70 gal per month	420 gal	5 filters per month	30 filters
TOTALS			1176 gal		114 filters

10 x 3 gallons = 30 gallons per month

30 gallons x 6 months = 180 gallons in 6 months

Example #2

The next example shows a comparison of the oil and filters collected from the previous six-month period.

Date	Center	Estimate	Oil 2/2002	Oil 1/2002	Estimate	Filters 2/2002	Filters 1/2002
11/21/02	Bob's Ford	10 people bring in 5 gal per month	300 gal	180 gal	12 filters per month	72 filters	60 filters
11/21/02	Star Auto Center	2 people per day come in, collect 5 gal per day	910 gal	546 gal	2 people bring in 5 filters per month	50 filters	12 filters
11/22/02	Quick Lube	10 gal per month	60 gal	30 gal	2 per month	12 filters	12 filters
11/22/02	Disposal Yard	7 people come in, collect 50 gal per month	300 gal	420 gal	3 per month	18 filters	30 filters
TOTALS			1,570 gal	1,176 gal		152 filters	114 filters

Interview method

This method may be the least accurate, but it is probably the most feasible method for centers less willing to keep logs or provide oil change data. And this may be one of the only ways you can obtain data from non-certified centers. Contact the center or visit the site to request an estimate of the amount of oil they collected from the public during a specified period. A sample interview sheet is provided in Appendix IV.

Here are some tips to improve the quality of data obtained through interviews:

- Talk to someone who understands the used oil collection program and would have the best idea of how much oil was collected.
- Speak to the same person every time, if possible (i.e., manager, shop owner). If your usual contact is busy with customers, call back or return later.
- Be consistent in the frequency of your interviews.

- Always ask for total oil collection figures.
 - Make sure they understand you want only the DIYer's oil collection figures.
-

**Suggestions
on working
with collection
centers**

- Track incidents of contaminated oil and abandoned/after-hour oil, noting increases or decreases. Ask for this information when you complete your site visits. It can help you measure the effectiveness of your public education campaign and target areas that require more specific information about how and when to recycle.
 - Provide premiums for DIYers, as well as employees who collect oil and keep logs.
 - Pay fees associated with oil storage or disposal with grant funds.
 - Purchase oil collection-related equipment, such as drums, tanks, filter crushers, and testing devices with grant funds to encourage center operators to track used oil data more accurately.
 - Publish advertisements using grant funds to promote the centers that collect used oil and filters .
-

Permanent household hazardous waste facilities and recycling-only ABOP facilities

**Source of oil and
filters collected**

The used oil and filters collected from permanent household hazardous waste (HHW) and recycling-only ABOP collection activities is primarily from DIYers; therefore, this data is an important part of your program. An exception would be a small-quantity generator program that is part of the collection program.

**Required report
data**

You must report data from HHW facilities in your jurisdiction, whether or not you provide grant funding to support the facilities. You will also need to report data from a recycling-only ABOP facility in your jurisdiction. Listed below is the required data from these facilities.

- Oil volume collected (in gallons)
 - Oil filters collected (in drums).
 - Comparison of collection data.
-

Compiling the data

Organizations charged with managing these facilities are already required to compile this information for the State as part of their permit and other mandated reports. There may be an overlap in information reported by your jurisdiction and the facility operator. This is acceptable because you are primarily using this data to track trends over time. The key is to use the same data collection methods consistently.

Evaluation strategies

The data you gather from your permanent HHW and ABOP facilities may help you evaluate other oil collection opportunities within your program. Below are some suggestions:

- *Compare Programs*—Compare the amount of oil collected at your permanent HHW or ABOPS collection facilities with other collection opportunities in your program. As you add more opportunities for oil collection and increase outreach, the amount of oil collected at these facilities may decrease. If the amount of oil collected from other collection opportunities increases while quantities at these facilities remains unchanged, you are probably reaching additional DIYers with your other outreach.
- *Track Trends*—Using your oil collection data, answer the following questions:
 - 1) Does oil collection at these facilities change during certain times of the year?
 - 2) Does oil collection at these facilities increase during public education campaigns?

Agricultural, marina, and airport used oil collection

Purpose of programs

Many jurisdictions have a need for an agricultural, marina, or airport used oil collection program. For example:

- Based on qualitative surveys taken in Yolo, Solano, Colusa, and Glenn counties, farmers who have more than 300 acres usually have an oil hauler collect used oil from their farms. Farmers with less than 300 acres often store used oil on the farm to use as weed killer, or they dispose of it in some other way. Agricultural used oil collection programs can make a significant contribution to California's oil recycling efforts.

- Municipal airports are located in many California cities. Typically, these airports are home to many private pilots that generate used oil and filters that need to be properly disposed. To address these issues, many jurisdictions have implemented airport collection programs.
 - California has more than 880,000 registered boaters and the number is likely to increase as coastal development continues. Increasing boat ownership represents an opportunity for you to reach a new target audience at a critical time.
-

Required report data

Keep your oil and filter collection data separate for these specialized collection programs. This will enable you to better evaluate this element of your program. The following data is required for agricultural, marine, and airport collection programs.

- Oil volume collected (in gallons).
 - Oil filters collected (in drums).
 - Comparison of collection data.
-

Strategies to evaluate effectiveness

The equipment purchased with grant funds should be used exclusively for specialized types of oil collection programs. Therefore, you can assume that all the oil collected from these facilities is from specialized sources. Listed below are some suggestions to assist you in evaluating these specialized oil collection programs:

- *Convenience* —As with all DIYers, convenience is important to farmers, boaters, and pilots. Locate collection centers in businesses where the target audience frequently visits. Track the amount of oil collected at each location you establish. This data will help you focus your efforts effectively.
- *Communication*—Work with appropriate organizations, such as the agricultural commissioner’s office, dock walkers, and airport mechanics to develop a convenient way to provide collection site information directly to your target audiences. Then use your collection data to determine if this effort has increased program participation.

- *Event Participation*—If you hold collection events as part of the program, track the number of participants and the quantity of oil collected per participant. At the beginning of your program, you might collect more oil per participant due to the backlog of oil that have been storing.
- *Compare Programs*—Compare how these special programs affect collection quantities in other aspects of your program.
- *Track Trends*—Track oil collected throughout the year to determine peak collection times. This will help you schedule effective outreach activities.

Temporary or mobile collection

Source of oil and filters collected

Typically, the used oil and filters collected at collection events or temporary mobile collection comes entirely from DIYers. This simplifies gathering oil collection data.

Key to tracking collection data

The key to tracking this data is to keep records for each event, rather than trying to recall or locate the data at a later date.

Required report data

You are required to report the following data from your one- or multiple-day used oil collection events and your temporary mobile collection program:

- Oil volume collected (in gallons).
 - Oil filters collected (in drums).
 - Comparison of collection data.
 - Number of events given.
 - Number of vehicles served.
-

How to evaluate your temporary or mobile collection program

In addition to compiling the required measurement data, you should evaluate the impact collection events and/or temporary/mobile collection can have on your overall program. Listed below are a few evaluation strategies:

- *Comparisons*—Compare the amount of oil collected at your collection events with your program’s other collection opportunities, including collection centers, residential collection, and agriculture, marina, and airport collection.
 - 1) A reduction in oil collected at events or temporary mobile collection—combined with an increase of oil at collection centers—could indicate effective outreach about collection center locations. It could also indicate that residents prefer the more convenient locations and hours of the collection centers.
 - 2) If oil collected at events continues to increase and the quantity of oil from collection centers decreases, determine whether you need more centers or need to increase outreach for existing centers. This is especially important if you don’t have the funding to continue or expand collection events.
- *Track Trends*—Track your oil collection data to answer the following questions:
 - 1) Are collection events more successful at certain times of the year or when associated with certain types of events? (For example, Earth Day, pollution prevention week, farmer’s markets, auctions.)
 - 2) Which locations provide the best results in terms of oil and filter collection?
 - 3) Do certain types of advertising work better in specific areas?
 - 4) Is the number of participants increasing, even though the collection totals are decreasing? If so, could decreasing collection totals be due to early participants turning in stored backlogs?

Residential collection

Benefits of residential collection

Residential collection programs include door-to-door and curbside collection. They provide a tremendous amount of convenience for DIYers, but they are very expensive. Oil and filters collected from this program should be primarily from DIYers, and collection data should be fairly easy to track. Adding oil and filter collection to your door-to-door HHW program can increase the cost-effectiveness of the program.

Special requirements of residential collection programs

If you have a curbside collection program, you cannot collect more than 5 gallons from a single residence at one time. Through a door-to-door collection program, you can collect more than 5 gallons from a single residence, but you need a variance from the Department of Toxic Substances Control. (www.dtsc.ca.gov)

Required report data

Typically, contractors who administer residential collection programs record the number of collection stops. The volume of oil collected will be on the disposal manifest. Use this figure, rather than residents' estimates of the amount of oil they provided. You are required to report the following information from your residential collection program:

- Oil volume collected (in gallons).
 - Oil filters collected (in drums).
 - Comparison of collection data.
-

How to evaluate your residential collection program

Use the data collected from your residential collection program to evaluate program effectiveness. Here are some suggestions for evaluation:

- *Analyze Cost-Effectiveness*—Evaluate your program based on number of participants, amount of oil collected, and program costs. Determine the cost per resident and cost per gallon of oil. Tracking these figures will help you evaluate the general cost-effectiveness of your program and make comparisons over time.
- *Track Trends*—Look for periods of time when participation levels fluctuate. Tracking these over time will enable you to see if they occur randomly or consistently. You may be able to correlate collection peaks to your outreach efforts. This will help you plan the timing and target areas of future outreach efforts.
- *Map Areas Served*—Regularly review what areas and the percentage of population your program serves. By mapping out collection locations, you can identify new areas for additional public outreach.
- *Review Participant Base*—Determine whether your program attracts new participants and repeat customers. This should be your goal. Bear in mind that decreases in participation might be due to garage backlog. Often, residents use a newly established residential collection program to dispose of oil they've stored in their garages. They may continue to participate, but quantities could decrease substantially.

- *Compare Programs*—Compare your residential program collection data to the amount of oil collected at collection centers before and after its implementation. A decrease in oil collected at centers may mean that you are only reaching DIYers who were already taking their oil to collection centers. If collection center figures remain the same, your residential program is probably reaching additional DIYers.
- *Look at Other Jurisdictions*—If possible, find a jurisdiction of similar size and demographics that is also operating a residential collection program. Compare your data and experiences.
- *Survey Participants*—Leave self-addressed postage paid survey cards with participants when you collect their oil. You can get demographic data, feedback on your program, and information about oil change habits. All of this will help you evaluate and refine your program.
- *Call Participants*—Speak directly with participants through simple telephone surveys or interviews. Their feedback on the program can help you plan effective outreach.

Load-check program

Purpose of a load-check program

Keeping used oil out of your solid waste stream is a primary function of used oil recycling programs. As part of this program, someone typically will visually inspect the load at the gate of a transfer station or landfill for hazardous materials (including oil) and separate those materials for special handling.

Required report data

You are required to report data only from load-checking programs that are funded partially or totally by your grant. Even if you are not providing funding for load checking, consider tracking data related to oil collected at a transfer station within your jurisdiction. This will indicate how much oil is being disposed of in trash during the course of your program. Obtain data from the person who visually inspects the loads at the gate of a transfer station or landfill for hazardous materials, including oil. You are required to report the following data:

- Oil volume collected (in gallons).
- Oil filters collected (in drums).
- Comparison of collection data.

Evaluating load-check programs

Information on oil collected as part of your load-checking program can be used to evaluate the effectiveness of your overall used oil program. Consider using the following strategies to help evaluate the effectiveness of your overall used oil program:

- *Track Incidents*—Track incidents of used oil found during your load-check program. Note any increases or decreases and try to relate them to specific elements of your used oil program so that you can answer the following questions:
 - 1) Were there decreases when you began your residential collection program?
 - 2) Were there decreases after a collection event or temporary mobile collection?
 - 3) Are there increases or decreases during certain days of the week or certain months?

You may need to target specific areas of your community based on the hauler's schedule.

- *Keep Records of Incidents*—Keep a record of the incidents and quantity of oil collected as part of the load-check program. You should see a reduction in these incidents. If you don't, you will need to determine why.

Used Oil Block Grant annual report examples

Permanent collection facilities

Example: Used Oil Block Grant annual report form

Quantity of Oil (Gallons)	Quantity of Filters (# of Filters)	Collection Type	Narrative of collection data, i.e. explain changes in data from prior reporting period, surveys used, or other pertinent information. (Expand rows if additional space is needed.)
9,416	142	Certified centers	Based on this data, the city plans to implement activities to increase the number of centers collecting filters and increase filter disposal education efforts.
800	50	Non-certified centers	Data is based on telephone interviews with collection center personnel.
---	---	Recycling-only (ABOP)	N/A
340	120	Permanent HHW	Due to county budget problems, the HHW facility reduced hours, so collection totals are significantly reduced.

Temporary and mobile collection

Example: Used Oil Block Grant annual report form

Quantity of Oil (Gallons)	Quantity of Filters (# of Filters)	Collection Type	Narrative of collection data, i.e. explain changes in data from prior reporting period, surveys used, or other pertinent information. (Expand rows if additional space is needed.)
3,500	1,523	One or multiple day event(s)	Five collection events were held during the reporting period. More oil was collected at the events held in the south part of the city.
—	—	Mobile	N/A

Residential collection

Example: Used Oil Block Grant annual report form

Quantity of Oil (Gallons)	Quantity of Filters (# of Filters)	Collection Type	Narrative of collection data, i.e. explain changes in data from prior reporting period, surveys used, or other pertinent information. (Expand rows if additional space is needed.)
—	—	Curbside	N/A
—	—	Door-to-door	Quantities of oil decreased during this reporting period; however, there was an increase in participation. We attribute this change to collecting a backlog of oil from participants during the first year.

Chapter 7

EVALUATING COMMUNITY EVENTS

Overview

In this chapter

Community events provide excellent opportunities to generate results in your used oil recycling program. Talking with residents enables you to share your oil recycling message with them directly and answer their specific questions. You can find out more about your target audience, which in turn will help you develop more effective outreach activities. The chapter includes information on:

- Types of community events.
 - How to evaluate a community event.
 - Used Oil Block Grant annual report examples.
-

Required report data

You are required to report the following information about community events:

- Beginning date of event(s).
 - Ending date of event(s).
 - Name of event(s).
 - Attendance at event(s).
 - Description and summary of event(s).
-

Types of community events

What is a community event?

A community event is considered any activity that involves going out into the community to deliver your oil recycling message. Many jurisdictions in California have been very creative in coordinating their own events or incorporating the oil recycling message into a variety of existing events. This section includes examples of community events.

**Staffing booths/
displays**

You can set up booths or displays at events arranged by others to distribute your used oil recycling information and meet DIYers. Examples are:

- Earth Day or environmental events.
 - Car shows or car races.
 - Employee or ride-share fairs.
 - County fairs.
 - Home or garden shows.
 - Boat shows.
 - Auctions, flea markets, or swap meets.
 - Local retail outlets.
 - Sporting events.
-

**Neighborhood
or community
events**

These events have smaller attendance. You might make a presentation and distribute materials, sometimes in conjunction with an organization or another department in your agency. Examples are:

- Neighborhood association meetings.
 - Functions at community or cultural centers.
 - Clean-up days.
 - Special events to promote a new aspect of your program, such as adding residential collection.
-

**Collection center
promotions or
events**

These events are usually held at or near used oil collection centers and are intended to increase your community's usage of collections centers. Examples are:

- "Kick-off" events when new centers enter the program.
 - Promotional events at centers to publicize the program.
 - Tailgate events to distribute information to customers.
-

How to evaluate a community event

Benefits of evaluating your events

Surveys are extremely effective but are not the only way to evaluate events. Using more than one of the strategies listed below will enable you to evaluate your events more effectively. Your goal is to obtain as much information as you need to draw accurate conclusions about the impact of the event. If you track participation, analyze survey results, and review the costs associated with participating in the event, you will have a more complete picture of the event's value to your overall program. This section includes some suggestions on how to gather important evaluation information.

Track participation

One way to evaluate event effectiveness is through the level of participation. If possible, at either type of event, you want to know how many participants were DIYers. This information will help you determine whether the event reaches the right audience, if the information you are distributing is of interest to those attending the event, and if it was a worthwhile event for your program. Here are some recommended methods to gather data on participation:

- Conduct a short survey (3–5 questions) with those who visit your booth. As an incentive, consider giving them a special promotional item after they complete the survey.
 - Track the types and quantities of the materials you take to the events and how many items you bring back. This works best if there is one piece that you will give to everyone who visits your booth, such as a coupon, pocket calendar, or flyer.
 - Track the quantity of a specific retention item you bring to the event, such as magnets, pencils, or used oil collection containers. Then subtract the number you have left at the end of the event. This will give you a fairly accurate number of participants that visited your booth.
 - Keep a simple tally sheet at your booth to track the number of participants that visit your booth.
-

Conduct interviews

Conducting on-site interviews can help you gather evaluation data. It provides an opportunity to interact with participants and clarify issues. Here are some suggestions for questions to ask:

- Do you change your own oil and, if so, how often?
 - Where is your nearest oil collection center located?
 - How did you find out about this event?
 - How do you think we should publicize future events?
 - What newspapers do you read?
 - What radio stations do you listen to?
 - How far did you have to drive to get to the event?
 - Have you heard of 1-800-CLEANUP?
-

Conduct self-surveys

Self-surveys are surveys that participants complete independently that provide evaluation data. Many jurisdictions ask people to complete a survey prior to receiving an oil collection container. This can serve two purposes: it provides data about the participant's oil recycling practices, and it helps filter out individuals who are more interested in receiving the free container than in actually using it after the event. For ideas on what questions to ask, refer to the questions listed above in "Conduct Interviews." Typically, participants are more likely to complete self-surveys that only ask them to check or circle the most appropriate answer.

Use promotional offers

Combining promotional offers with your community events can help you determine the impact of your event. For example, offer a coupon for a discounted oil change or a free quart of re-refined oil when participants return used oil to a collection center. Also distribute coupons for used oil collection containers. Collect these coupons from participating centers to track the response. Include the date of distribution and the location on the coupon.

Track follow-up responses

Tracking the number of event participants who call hotlines, take oil to collection centers, or use residential collection programs following the event will help you evaluate the effectiveness of the event.

Do a cost-benefit analysis

Track the cost of staff time, equipment, materials, and other costs associated with participating in events. Compare the costs to the impact of the event on your program to decide whether further participation is cost-effective.

Used Oil Block Grant annual report examples

Gathering data

You can gather the data required for CIWMB reporting purposes by using an event checklist or spreadsheet. Using that data, you need to analyze the results and report on the impact of your program. This can be accomplished by summarizing the results of your evaluation and drawing conclusions.

Preparing a description and summary of events

In addition to the data you report, you will need to provide a brief description and summary of each community event as part of your Used Oil Block Grant annual report. The summary needs to include:

- A description of the event.
 - If you used a survey, the type of survey used and the results.
 - Feedback indicating that the event reached and informed your target audience successfully.
 - How you could improve the effectiveness of the event.
-

Example #1 Used Oil Block Grant annual report form

Beginning Date of Event(s)	Ending Date of Event(s)	Name of Event(s)	Attendance at Event(s)	Description andSummary of Event(s) (Expand rows if additional space is needed.)
10/13/02	10/13/02	A Date With Nature	600	We distributed 100 used oil activity books; participants made 120 water cycle bracelets; distributed 150 shop rags to DIYers. We saved a 5% increase in our calls for our curbside collection program. About half the people we spoke with were DIYers who needed information on oil collection. Next time we need to bring more coupons for collection containers.

Example #2 Used Oil Block Grant annual report form

Beginning Date of Event(s)	Ending Date of Event(s)	Name of Event(s)	Attendance at Event(s)	Description andSummary of Event(s) (Expand rows if additional space is needed.)
11/28/02	11/28/02	Science Night	700	<p>We did the edible aquifer and used oil challenge activities and distributed oil change logs. 120 surveys were completed:</p> <ul style="list-style-type: none"> • 90 were DIYer. • 40 were aware of CCCs. • 30 recycled their oil. • 10 recycled filters. <p>Based on the survey responses, we need to ask more specific questions about CCC locations. After this event, we received 23 requests for collection containers. We noticed that people showed a lot of interest in used oil and urban runoff. Next event we need to bring more staff.</p>

Chapter 8

EVALUATING SCHOOL EDUCATION PROGRAMS

Overview

In this chapter

School education programs, whether at the elementary, intermediate, high school, or college level, are one of the most rewarding forms of public outreach. If your used oil recycling program already has elements that target DIYers, adding a school education program may help you reach a new audience. If you effectively educate students, you create an enthusiastic team of used oil recycling goodwill ambassadors. This chapter includes the following information on school education programs:

- Defining school education programs.
 - Evaluating education activities.
 - Used Oil Block Grant annual report example.
-

Benefits of school education

Below are some benefits of implementing a school education program:

- If you effectively educate students, you create an enthusiastic team of used oil recycling goodwill ambassadors.
 - A primary challenge of oil recycling programs is the difficulty in achieving behavior change in adults. One benefit of working with many young people is that they have not yet established negative oil disposal behaviors.
 - Students are typically highly motivated to “do the right thing” to help protect the planet and its resources. You can provide them with the information they need to develop lifelong environmentally responsible behaviors. Students can also influence the adults in their lives to adopt environmentally responsible behaviors.
 - Students are a good target audience for another reason. Even at the elementary school level, some students are less than five years away from earning drivers’ licenses. At the high school level, you reach students at a time when many are very focused on driving and maintaining vehicles.
-

Required report data

You are required to report the following information from your school education programs:

- Beginning date of event(s).
- Ending date of event(s).
- School location.
- Attendance at event(s).
- Grade level.
- Description and summary.

Defining school education programs

Categories of school education

School education programs can be grouped into three basic categories: college/high school, intermediate and elementary school, curriculum, and special events. Examples of outreach events within each category are provided below.

**College/
high school,
intermediate,
and elementary
schools**

- *California Conservation Corps*—through funds provided by the CIWMB, the California Conservation Corps supports local oil recycling programs by going into high school classrooms to provide used oil recycling education and materials.
 - *Local Conservation Corps or Nonprofit Educational Organizations*—local conservation corps and education organizations support oil recycling programs by providing presentations and distributing materials.
 - *Presentations*—these are one-time or annual presentations that are made to classes, school assemblies, clubs, PTA groups, etc.
 - *Promotional/Educational Programs*—coordinated programs are designed to take place over a designated period for the duration of the school year. These could include special awards programs, contests, and competitions.
 - *Workbooks/Videos*—these can be used in conjunction with programs or presentations, or given to schools for use at their discretion.
 - *Distribution of Oil Recycling Information*—these pieces may or may not be used in conjunction with programs or presentations. This would include any material provided to districts and schools for distribution to students, such as newsletters, flyers, or articles for school/district newsletters.
-

Curriculums

- *Earth Resources—A Case Study: Oil*—this curriculum was developed for ninth- and tenth-grade students through a partnership with the CIWMB, the California Department of Education, and the K-12 Alliance. *Earth Resources* is aligned with the National Science Education Standards and the California Science Framework. It is designed to promote scientific literacy and to enable students to make responsible decisions. It enables students to focus on the use and conservation of a natural resource through the case study of motor oil using a variety of instructional strategies.
- *Closing the Loop: Exploring Integrated Waste Management and Resource Conservation*—This curriculum is a compilation of 50 activities to help students discover and nurture an environmental ethic and stewardship for natural resources. The activities focus on solid waste and environmental awareness topics, including landfills, recycling (including oil), packaging, resource conservation, waste prevention, worm composting, and more. The lessons are grouped into two specific grade level modules:
 - 1) K–3 grade module
 - 2) 4–6 grade module

Each lesson encourages students to explore their natural environment, identify waste management issues, and engage in personal and community action projects.

Both curriculums can be found on the CIWMB Web site at:
www.ciwmb.ca.gov/Schools/Events/.

Special events

Special events are events grantees participate in that are directed toward schools or students. They may or may not be held at a school. Examples are:

- Children’s festivals or environmental fairs.
- Earth Day presentations/events.
- Youth fairs.
- Teacher in-service training or special teacher education programs.
- Booths at school fun days or fairs.

Evaluating education activities

Maintain accurate records

Maintaining accurate records on your school education programs serves several purposes. It helps you provide the CIWMB with the information they require. You will also be able to validate your school program through quantitative data (number of presentations and students reached) and qualitative data (results). This information can help you expand and improve your school education programs.

Evaluation strategies

To determine whether your school education program is a worthwhile endeavor and is achieving the results you intended, you need to know whether the students retained or understood your message enough to help them establish environmentally responsible behavior. This section includes suggestions for how to achieve this.

Creative expression projects

These projects indicate whether your education event was effective by giving students an opportunity to demonstrate their understanding in a nontraditional, creative way. Students could write and perform songs or skits, create a drawing, poster, or cartoon, prepare a used oil recycling slogan or campaign theme, build a working or static three-dimensional model, or produce a video. Appendix IV contains a sample flyer and judging criteria for a creative expression project.

Follow-up interview session

Consider conducting a follow-up interview after you give presentations, participate in events, or distribute materials. By interviewing students about the information you provided, you can find out what information they retained and whether they or their parents took any action.

Games	Engaging students in a game related to oil recycling can help you determine how much they remembered and understood the information you presented. It can also reinforce their knowledge. An example of a “Used Oil Recycling Game Show” is provided in Appendix IV.
Learning journal	Learning journals provide students with the opportunity to keep a personal record of their thoughts and learning progress. These journals give you insight on what they’ve learned and how it’s affected their attitudes. It helps students connect new learning to personal experiences, previous learning, current events, or their own concerns and interests.
Service projects	Students can demonstrate their increased knowledge of used oil recycling through community service. This helps them understand the connection between what’s learned in class and what occurs in real life, and it involves them in the community. They can discover their strengths, develop leadership skills, learn how to work cooperatively, and enhance their self-confidence. At the same time, you can track the effectiveness of your program. Relaying these benefits to teachers can encourage them to initiate projects after your program has concluded.
“Student-on-the-street” interviews	Videotaping students’ responses to oil recycling questions is a simple, entertaining, and informal way to evaluate whether students understood and retained the used oil recycling information you provided.
Mini behavior impact study	Survey students in a focus group setting to determine whether your program initiated changes in behavior and whether the behavior change was maintained.

“PETRO Mail” In this activity, students write notes to their peers about oil recycling issues. Students develop questions or statements and deliver them to their classmates who, in turn, provide responses. An example of the PETRO Mail form is provided in Appendix IV.

Portfolio Through the use of a learning portfolio, students can record their initial thoughts on used oil recycling, what they learned about the subject, and how they feel about their increased understanding and awareness of the issues involved.

Pre- and post-tests Using a simple questionnaire before and after an educational activity will enable you to measure how much information the students retained. Pre- and post-tests work best after presentations and as a part of a curriculum.

Role-playing exercises Students take on the roles of individuals in the community who are involved in handling and promoting used oil recycling. Observing students during these exercises can provide insight as to whether they understand the information you have given them.

Used Oil Block Grant annual report example

Gathering data You can gather the data required for CIWMB reporting purposes by developing a simple checklist, a database, or a spreadsheet. In addition to collecting data, you need to analyze the results and report on the impact of your program. This can be accomplished by summarizing the results of your evaluation and drawing conclusions.

Preparing a description and summary of events If you use grant funds for school education, you will need to provide a description and summary of each education event as part of your Used Oil Block Grant annual report. The summary needs to include:

- Description of the event.
- Feedback to indicate that the presentation was or wasn't effective and age appropriate.
- How you can improve the effectiveness of this event.

Example #1

The city oil staff gave a used oil recycling presentation and conducted a hands-on activity for elementary students and presented it to all three fourth-grade classes at Lincoln Elementary School. As part of the presentation, the oil staff conducted simple a pre- and post-test. The table below shows the results of the test.

Question	Pre-test		Post-test		Change
	Yes	No	Yes	No	
1. Do your parents change the oil in the car?	24	16	24	16	N/C
2. Do you know where to dispose of used motor oil?	6	34	35	5	+73%
3. Can used motor oil be recycled?	10	30	39	1	+73%
4. Can used oil filters be recycled?	3	37	35	5	+80%

Used Oil Block Grant annual report form example

Beginning Date of Event(s)	Ending Date of Event(s)	School Name and City	Attendance at Event(s)	Grade Level	Description of Presentation (Expand rows if additional space is needed.)
11/15/02	11/15/02	Newport	120	Elem	Oil staff utilized a "Closing the Loop on Oil Recycling" presentation and did the used oil to refined "oil key chain" activity. The students responded so well we ran out of time for questions. The pre- and post-survey results showed that 60% of the students' parents change their oil, and it also showed an increase in knowledge about oil recycling. Next time we are going to follow up with an essay contest.

Example #2

With the help of volunteers, the city oil staff participated in Troy High School's annual Earth Day event by manning a booth and distributing oil collection containers and incentive coupons. The event was attended by 315 students and the oil staff distributed 300 containers. After the event, 25 incentive coupons were turned in to local collection centers.

Used Oil Block Grant annual report form example

Beginning Date of Event(s)	Ending Date of Event(s)	School Name and City	Attendance at Event(s)	Grade Level	Description of Presentation (Expand rows if additional space is needed.)
4/22/02	4/22/02	Orange	315	High School	The event was held in the student center of the school and included 22 different booths with environmental information. Only 25 of the 300 who took containers actually used them as indicated by the number of coupons turned in centers. Next year, we will ask students to complete an address/telephone form and sign a pledge that they or someone in their household will use the collection containers. We will use these forms to do a follow-up survey in six months.

Example #3

County oil staff participated in a two-day water education festival. Teachers for each of the classes were given an evaluation form to complete and submit to festival staff. Students were also given the opportunity to enter the “What Did You Learn at the Festival?” contest. The contest prize was a four-pack of admission tickets donated by a local theme park.

Used Oil Block Grant annual report form example

Beginning Date of Event(s)	Ending Date of Event(s)	School Name and City	Attendance at Event(s)	Grade Level	Description of Presentation (Expand rows if additional space is needed.)
5/7/02	5/7/02	Fountain Valley, Anaheim, Garden Grove, Irvine	560	Elem	Each day we presented the “Oil Recycling Game” show activity to eight different classes. Teacher evaluations indicated that they felt the interactive nature of the activity increased the students’ interest and they learned more. Several of the students that attended our activity submitted contest entries. From their entries, we could tell they retained the concept that oil can be recycled and should not be dumped in the storm drain.

Chapter 9

EVALUATING PUBLIC EDUCATION

Overview

In this chapter

The primary objective of developing public education programs is not just to provide knowledge or information but also to persuade individuals to take some form of action. This chapter covers:

- Defining public education.
 - Understanding your target audience.
 - Reaching your target audience.
 - Evaluating your public education efforts.
 - Types of surveys.
-

Required report data

As part of the Used Oil Block Grant annual report you will need to describe all your media outreach and public education activities that were not previously covered in the community events or school education portion of the report.

Intent of used oil recycling public education

The primary intent of used oil recycling public education programs is to encourage DIYers to recycle their used oil rather than illegally disposing of it. Research indicates that individuals need more than just information in order to change their behavior. They need additional reminders and encouragement to follow through and maintain new behaviors. Your public education program needs to reach the target audience through all stages of the behavior change process.

Defining public education

Categories of public education

Used oil public education activities have been divided into five categories based on the type of communication. These categories are:

- Mass communication.
 - Informational communication.
 - Direct communication.
 - Interactive communication.
 - One-to-one communication.
-

Mass communication

Mass communication is public service or paid mass media advertising used to expose a large group of potential DIYers to your message, with no direct communication. Examples are:

- Television advertisements, paid or public service announcements, rolling calendar.
 - Radio advertisements, paid or public service announcements.
 - Billboards.
 - Bus shelters.
 - Movie theater trailers or screen ads.
 - Park bench art.
-

Informational communication

Informational communication typically provides more information, such as specific program information or statistics to reinforce your message. It is used to remind people of the message in order to help them retain it. Examples are:

- Newspaper or newsletter articles.
- Brochures.
- Posters.
- Advertisements or coverage in appropriate trade or specialty publications.
- Press releases.
- Web sites.

- Museum displays or programs.
 - Utility bill inserts.
 - Retention items (for example, pens, pencils, magnets, t-shirts, funnels).
-

**Direct
communication**

Direct communication provides more information and encouragement in the form of a direct appeal primarily to your target audience. It provides necessary details, such as hours of operation, locations, statistics, and incentives. Examples are:

- Direct mail pieces.
 - Door-hangers.
 - Floor graphics.
 - Point-of-purchase displays.
 - “Shelf talkers.”
 - Flyers and fact sheets.
 - Maintenance kits, oil change postcards, or “fix-it kits.”
 - Pledge card.
-

**Interactive
communication**

Interactive communication provides the opportunity for you to interact with your target audience and obtain feedback, directly or indirectly. Examples are:

- Hotlines.
 - Coupons.
 - Incentive programs.
-

**One-to-one
communication**

One-to-one communication involves meeting people face-to-face to deliver the oil recycling message directly to members of your target audience through opportunities, such as:

- Speaking engagements.
 - Neighborhood meetings or cleanup days.
 - Booths or displays at events or public venues.
-

Understanding your target audience

Purpose of understanding your target audience

Identifying and understanding your target audience will help you develop effective public education program elements. The more you learn about these individuals, the more you will understand their needs and wants, values and perceptions, and sources of motivation.

How to understand your target audience

Your education and persuasion strategies should always start with a clear understanding of your target audience's needs and wants, values and perceptions, and sources of motivation. The following activities will help you better understand your target audiences:

- Conduct interviews and focus groups with small samples of representative potential target audiences.
 - Observe the DIYer by going where they go—auto parts stores and retail stores that sell oil—to find out about their perceptions, needs, and behaviors.
 - Investigate problem areas to identify potential target audiences, possible barriers to proper disposal, and potential communication strategies for spreading your message. Look for a pattern in illegal disposal sites.
 - Talk to coworkers, friends, and neighbors to find out if they change their own oil. Discuss obstacles to recycling, and find out where and how DIYers get information. Test outreach methods.
 - Contact counterparts in jurisdictions with similar demographics and community characteristics.
-

Reaching your target audience

Determining whether you are achieving desired results

To determine whether your public education elements are achieving the desired results—motivating DIYers to recycling their used oil—you need to answer the following questions about your target audience:

- *Are They Being Exposed to Your Message?* Did they see the message or do they use, read, or go where the message is distributed?
- *Have They Retained All or Part of Your Message?* Do they remember a slogan, message, graphic, etc. relating to the message?

- *Have They Accepted the Retained Message as Valid?* For example,
 - 1) Do they believe oil recycling is an environmentally important activity?
 - 2) Do they believe the message enough to initiate an attitude change?
 - 3) Do they now think it is easy and convenient to recycle?
 - 4) Have they taken action and recycled their used oil?

Evaluating your public education efforts

Evaluation strategies

The strategies outlined in this section will help you evaluate the effectiveness of your public education program and its impact on your overall program.

Collection center records

Review the oil collection records you have compiled from your collection centers to try to identify any spikes in collection. Try to correlate this information with elements of your public education campaign. This information will help you identify education elements that motivate DIYers to take oil to collection centers.

Incidents of improper disposal

Tracking when and where oil is improperly disposed of, as well as the number of incidents of improper disposal, can help you evaluate whether your oil recycling program is making an impact. Many fire departments respond to these incidents and track their response utilizing the *California Fire Incident Reporting System* (CFIRS) developed by the State Fire Marshal.

Residential collection statistics

Data gathered from residential collection program participants can yield enlightening statistics on target audience segments. For example, you could find that classic car owners or boat owners constitute a target audience segment. Survey participants briefly when they call to schedule oil pickup. Find out how they heard about the program. Ask your

grant manager whether other jurisdictions have conducted residential collection research that would prove useful in terms of your jurisdiction's demographics.

**Jurisdiction
managed hotline
telephone number**

If you staff a hotline, survey callers briefly to collect data on which public education materials and media sources motivated DIYers to take action and make the call.

**1-800-CLEANUP
hotline**

Earth's 911, the organization that runs the 1-800-CLEANUP hotline, can provide data to help you identify whether your campaign resulted in an increase in calls. To receive data on how many phone calls were received in your area during your campaign, call (602) 224-5444.

**Community
event attendance**

Determine how participants found out about your community or collection events. This information can help you plan future campaigns.

Promotions

Contests, giveaways, or other types of promotions that require some action from the participants offer built-in evaluation because they provide data on who is participating in your program.

Coupons

Using a coupon in your public education materials that the participant must return in order to receive a product is a great way to track response to a public education piece (for example, oil collection container or discounts on the purchase of oil or re-refined oil). By returning the coupon, the DIYer has moved a step closer to recycling used oil. In cases where participants turn in a coupon when they recycle their oil at a specified location, you can measure oil collected as a result of your public education materials.

Types of Surveys

What surveys can be used for

Several types of surveys can be used to measure how much your public education program exposed your audience to the message, whether they retained the message, whether they accepted the message as valid and if the message influenced their attitudes, and whether they took action. You can use direct mail, telephone, on-site, or panel surveys during different phases of your public education program.

Pre- and post-campaign surveys

An effective way to measure your program's impact on awareness is through pre- and post-campaign surveys. First, you measure the awareness of your target audience before you begin your public education campaign. This information gives you a baseline for a target audience. Then, after implementing your campaign, you measure awareness among the same representative group to determine whether there has been an increase in used oil knowledge.

Collection center pre- and post-campaign surveys

Conduct a pre-campaign survey of your collection centers to find out how much oil they have been collecting in a specified period of time. If this data is not available, ask how much foot traffic is generated by DIYers bringing in their oil. Tell staff about upcoming campaigns and ask them to look for increased DIYer foot traffic. After the campaign, return to the center and compile information on used oil collected and increased DIYer traffic to bring in oil. Ask for their input on the effect of the campaign.

After-service surveys

Primarily conducted following residential collection, after-service surveys will help you to refine the data compiled as part of the residential collection appointment line. You can identify where participants are getting their information and determine the most successful advertising methods. You can also find out about your target audience's needs, motivations, and perceptions, and obtain input on improving your collection services.

Intercept interviews

These surveys are conducted with customers at a store, mall, event, etc. They can be especially effective if you conduct them at locations frequented by DIYers. They give you an opportunity to identify perceptions, motivations and attitudes.

Focus groups

A focus group is a small facilitated group discussion and interview. These are particularly effective for soliciting reactions to educational materials. Focus groups can be structured to target very specific groups. Several jurisdictions have utilized focus groups prior to starting a campaign or after a campaign.

Tips for developing surveys

Appendix IV contains several examples of surveys used throughout the state. Use the following general guidelines when developing surveys:

- Use a simple and interesting opening question.
 - Place more difficult questions further along in the survey after you have established a rapport with the participant.
 - Write your survey questions clearly and concisely, avoiding jargon and using words that have a single universally understood meaning.
 - Avoid leading questions where the respondent is given a clue as to the correct or preferred answer.
 - Keep questions consistent over time unless you decide that rephrasing the questions will improve the usefulness of the data.
 - Avoid questions that would require the respondent to answer with a generalization or estimate.
 - Keep questions brief so the respondent will be less likely to lose interest or lose track of the nature of the question.
 - Always thank the participant, indicating when appropriate that their answers will be kept in confidence.
-

**Review data
regularly**

You should review your measurement and evaluation data at regular intervals to determine if you can detect any program trends or irregularities. Use the information you gathered through your surveys, hotlines, promotions, and other evaluation strategies to determine which of your public education methods are giving you the most impact for your money. You can also determine which types of media are the most effective in reaching your target audience segments.

Chapter 10

REPORTING RESULTS

Overview

In this chapter

Program evaluation is conducted for a variety of reasons, including for grant reporting purposes. But ultimately, they are used for decision-making. Attention to effective evaluation reporting and communicating should be ongoing throughout the evaluation process. This chapter outlines:

- Report recipients and benefits.
 - Reporting information.
-

Purpose of reporting results

Program reports can serve several purposes. The information you gather during your program implementation and evaluation could also be useful to other audiences within and outside of your organization, including the following:

- CIWMB.
 - Contractors.
 - Division or department managers.
 - City council/county supervisors.
 - Other program managers.
-

What to include in a report

Consider the needs of those who receive your report and your intention in providing them with information about your program. Ask yourself these questions about each report recipient:

- What information do you need to provide to this audience?
 - What type of report will provide them with the information in a concise manner?
 - What key decision-making dates should your report precede?
-

Report recipients and benefits

CIWMB

The CIWMB is mandated to collect specific program information when distributing grant funds to grantees. For assistance in fulfilling reporting requirements, refer to the accompanying workbook or contact your grant manager. In addition, reporting information you gather can be used when applying for competitive grant programs.

Contractors

As the program manager, you will use your evaluation and resulting report to help determine whether contractors are meeting desired goals. By sharing this information with the contractors, you can provide feedback on their performance and modify program elements supplied by the contractor when needed.

Division and department managers

Providing your supervisor/manager with information about your program's scope and accomplishments helps them validate the time and resources required for the program.

City council/ county supervisors

Providing a report to your city council or county supervisors increases the visibility of your program and helps promote its goals. You can demonstrate and quantify the contributions your program is making toward meeting the needs of the community and improving the quality of life for those in the community.

Other program managers

Information on used oil collection is either required or is useful in administration of other programs in your area.

Program Type	Rationale for reporting to other program managers
Solid waste programs	Showing the amount of oil and filters diverted from landfills will help solid waste program staff understand how your program benefits their operations.
Stormwater programs	You could outline elements of your used oil recycling program as part of pollution prevention and best management practices in a municipal stormwater program.
Drinking water protection	As part of the reauthorization of the Safe Drinking Water Act, the State will have to identify sources of drinking water, both surface and groundwater, and conduct a pollution source inventory. Used motor oil would be considered a pollution source. Therefore, any identification and management of this pollution source would be of interest both to the State and/or the local water purveyor responsible for implementing the program in your area.

Reporting information

Benefits of compiling and analyzing data

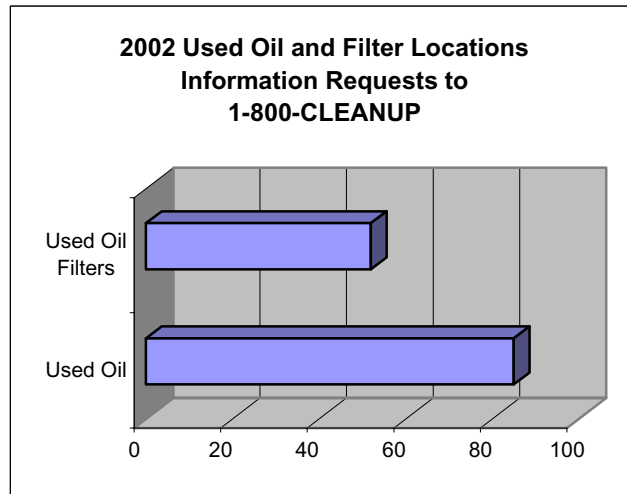
Compiling and analyzing the data you collect as part of your evaluation efforts will help you understand how effectively your education efforts are motivating your target audience. The key is to keep good records and arrange the data in a manner that allows you to draw conclusions easily.

Use graphs when possible

Typically, it is most helpful to use a spreadsheet program or some other method of compiling the information that enables you to convert it into graphs or a graphic format for comparison purposes. You should also leave room for comments if needed.

Example #1:

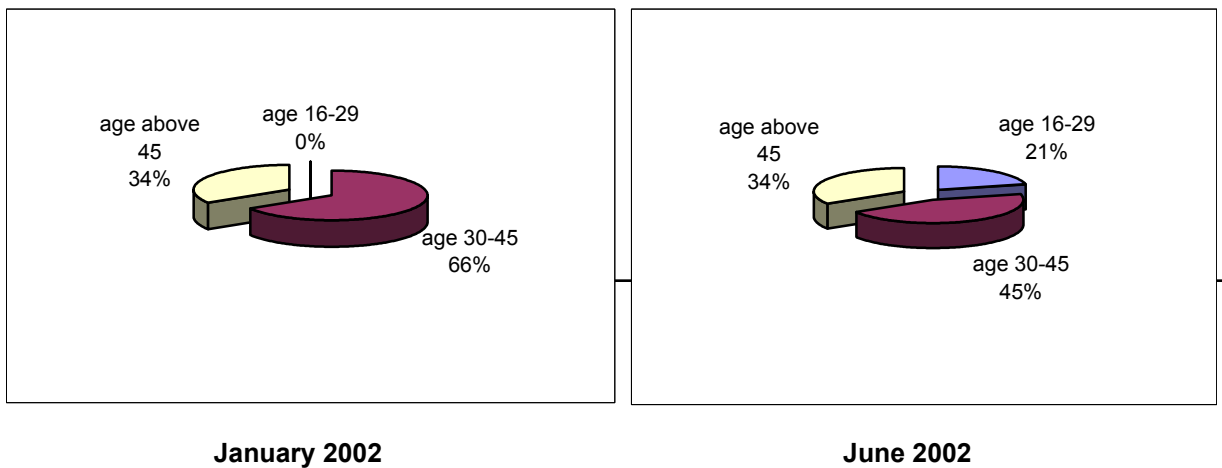
This information shows that 80 percent of the calls to 1-800-CLEANUP included requests for used oil disposal information.



Example #2:

The graphs below show the age of DIYers bringing oil to the collection centers.

Percentage of Used Oil Recyclers by Age



Appendix I

BEHAVIOR CHANGE

Overview

Background

Oil recycling programs are designed to achieve several goals, including:

- Increase public awareness.
- Decrease incidents of illegal disposal.
- Increase collection center totals.
- Account for and recycle as much used motor oil as possible.

But even the best-designed, most comprehensive program imaginable does not guarantee success. Oil recycling programs can educate, inform, motivate, and encourage, but the residents of California hold the key. In order for all of the above goals to be realized, Californians have to be willing and able to adopt responsible oil disposal behavior. In many cases, this will involve changing their current behavior.

Understanding behavior change

Understanding how behavior change occurs will help you plan and evaluate your program. Evaluating oil programs involves more than just measuring changes in the oil recycling behavior of the community. That's only one component of an effective evaluation program. You must also try to measure how the community's awareness, knowledge, and attitudes are changing.

Process of change

The process of behavior change is very complex. Likewise, evaluating and measuring behavior change is difficult. Many external variables are involved at the individual level, including personal values, cultural and socioeconomic influences, and situational temptations. It is not reasonable to hold ourselves solely accountable for effecting behavior change.

This does not mean we are off the hook when it comes to the issue of behavior change. Through our programs, we must contribute to the process by providing the information, tools, and resources that help Californians to recognize behaviors that contribute to the problem. Our programs help them commit themselves to changing those behaviors and maintain the behavior change. To effectively play our role in the process of behavior change, we need to understand how it occurs.

Changing behavior

Five stages of behavior change

Behavioral science researchers have conducted many studies on the subject, particularly as it relates to health issues. Some of this research is applicable to our work in the field of used oil recycling. Researchers have identified five stages of change. The examples show how our efforts are relevant at each stage and help individuals progress to the next stage.

Stage 1—Precontemplation

At this stage, individuals have no intention of changing their behavior. They may not even be aware that their behavior is problematic.

Example: Joe maintains his truck and always places his oil and filters in the trash without considering an alternative method of disposal or the environmental implications of his actions. Meanwhile, Joe's city has obtained an oil recycling grant. They have completed their first random phone survey and determined that a high percentage of residents are unaware of how to dispose of used motor oil. They establish a hotline, write a series of public service announcements (PSA,) produce brochures, and plan to distribute collection containers to launch their public education program.

Stage 2—Contemplation

Individuals in the contemplation stage are aware that their behavior is problematic and are interested in making a change but have not taken any action.

Example: Joe hears a radio PSA about how dumping old motor oil can damage the drinking water supply. The PSA gives a number he can call to locate his nearest collection center. Joe is planning to change the oil this weekend and wonders if the service station on the corner collects oil. At the same time, city workers are visiting several retailers that sell motor oil and asking them to make the city's oil recycling brochures available to customers.

Stage 3—Preparation

At this stage, individuals have a real intention to change behavior and begin taking steps necessary to do so.

Example: Joe stops in the auto parts store to buy his oil and tells the clerk about the PSA that he heard on the radio. The clerk hands him a listing of nearby oil collection centers that contains the city's hotline number. Joe is concerned about what kind of container to use, so he calls the hotline. He finds out he can pick up a container on Saturday at the community center. Joe mentally commits himself to picking up the container and dropping his oil off at a collection center this weekend.

Stage 4—Action

This is the stage where individuals take action and actually initiate a new or changed behavior.

Example: Joe takes his son with him to the community center, where they pick up a collection container. They change the oil together and take it down to the nearest collection center. Not only has Joe changed his own behavior, he's started his son on a lifelong path of environmentally responsible behavior.

Stage 5—Maintenance

In this stage, which takes place over a period of time, individuals work to remain committed to the behavior change they have achieved and avoid relapsing into their prior problematic behavior.

Example: Joe continues to use his oil collection container to take oil into his nearby collection center. Unfortunately, the business closes. The city's oil recycling program staff has anticipated the loss of the collection center. They have signed up a nearby service station, which will be certified shortly. They send out flyers to residents in the same zip code to notify them of the new location. Joe receives the flyer and puts it with his oil change supplies. He's been taking his used oil to the center for more than a year and considers it a part of his truck maintenance routine.

Conclusion

It's clear how used oil recycling programs play a vital role at each stage of the behavior change process. If the program fails at any of these stages, the chances of residents moving on to the next stage are greatly reduced. What if there had been no brochure available when Joe purchased his oil? What if there were no hotline or number to call for information? Or what if one of the key program components was ineffective for some reason, possibly without anyone even being aware of it? For example, the brochures were being given to the stores that sell oil, but employees were not distributing them.

This is where evaluation can make the difference. It helps us determine whether our programs are working as intended, whether we're enabling people to work their way through the behavior change process, and, ultimately, whether they are helping us reach our oil recycling goals.

Appendix II

SOCIAL MARKETING

Overview

Background of social marketing

Successfully motivating individuals to change their behavior and improve their own quality of life or the well-being of the community can be a difficult task. An approach called “Social Marketing” was developed to address this challenge. Early social marketers reasoned that if conventional marketing techniques could influence consumer purchasing decisions, they could also be used to promote health concerns, social issues, and environmental causes. Successful social marketers strive to change behavior among their target audience, not merely to change awareness or attitudes.

Definition of social marketing

Social marketing is the application of commercial marketing practices to programs designed to influence the voluntary behavior of target audiences in order to improve their personal welfare and that of their society.

Marketing challenges

Although the definition is similar to commercial marketing, there are some key points that set social marketing apart:

- The ultimate objective of social marketing is to benefit target individuals or society, not the marketer.
- Improved welfare is accomplished through influencing behavior or changing behavior. Essentially, behavior change is central and all other measures of success are only interim measures that offer encouragement along the path to changing behavior.
- The target audience has the primary role in the social marketing process and all marketing strategies begin with the customer.
- Most social marketing campaigns cannot hope to match the millions of dollars spent annually to promote a consumer product. Yet, social marketing must compete in the same marketplace for attention.

This latter point illustrates your biggest challenge as a social marketer. Your public education efforts need to be as creative and memorable as product advertising. And most importantly, they need to be directed at your target audience to get the greatest results.

Integrated marketing communications approach

Integrated Marketing Communications (IMC)

The more carefully you plan your program components, the more likely you are to meet the challenges of social marketing. One popular approach is integrated marketing communications (IMC). IMC activities should be viewed as a process—a series of actions, changes, or functions that bring about a result.

Research, action, communication, and evaluation (RACE)

One easy way to describe this process, and then remember how its components are used, is by using the concept of RACE (research, action, communication, and evaluation). RACE is drawn from John Martson's *The Nature of Public Relations*.

Research—What is the problem and corresponding opportunity we are facing?

Through research, you answer this question and determine appropriate and feasible goals and objectives.

Action—What are we going to do about it?

During the action phase, you determine what steps you will take to bring about changes.

Communication—How will the public be informed?

You must determine what methods you will use to convey your message to the targeted public.

Evaluation—Did we reach the public, and what was the effect?

Through evaluation, you measure the success of your program, generates additional questions, and identify potential program improvements. This, in turn, will lead to more research to help refine the communications strategy and improve results further. Thus, the RACE cycle repeats and builds upon itself.

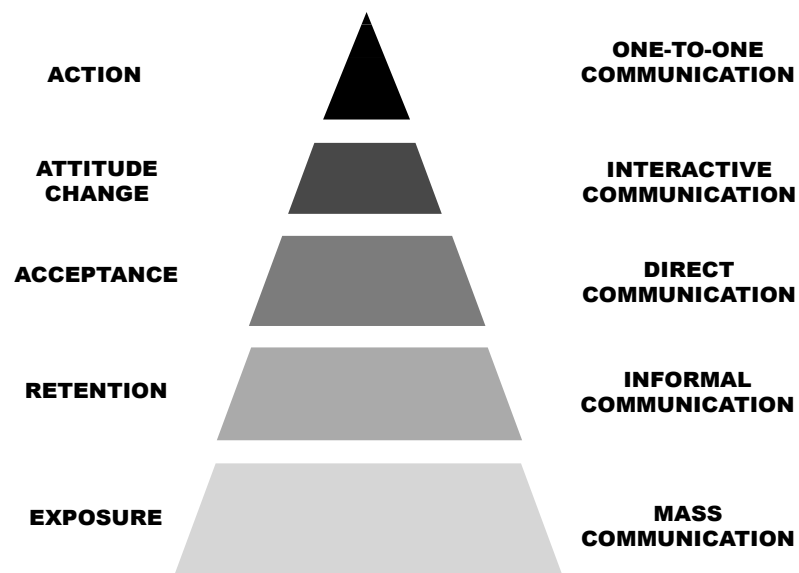
IMC and behavior change

The RACE cycle is what is happening on your end. But what is happening on the receiving end, among your target audiences? This is where behavior change relates to IMC. We already know that individuals most often change behavior by going through stages. At each of these stages they make decisions and choices, based partly on information they receive from various sources.

IMC pyramid

The pyramid presented below represents this hierarchy of behavior change from a communications perspective. In the pyramid, groups of communications efforts (channels) correspond to those stages of behavior change where they have the greatest impact on your target audience. This does not mean that a specific type of communication, such as PSAs, will only affect individuals at one stage. It just means that it is most effective at the corresponding stage.

The pyramid presented here represents the stages of behavior change—exposure, retention, acceptance, attitude change, and action. Moving up the pyramid, each section becomes smaller to represent the declining number of individuals who are moving through the behavior change process as a result of communications efforts.



Stages of behavior change

Exposure

Beginning at the bottom of the pyramid, your first task is to expose your audience to the oil recycling message through various means. Let's assume that you expose 100 people to your message through an advertisement. Of those 100, not all will make it through to the top of the pyramid and take action.

Retention

A small part of the intended audience acknowledges the message and retains all or part of it. Using the example from above, let's assume that 15 of those 100 individuals exposed to the advertisement will move up to the retention block of the pyramid, meaning that they retain key messages from the advertisement.

Acceptance

Based on their own views, attitudes, and knowledge of the issue, some members of the target audience not only retain the message but they also accept it as valid. Of the 15 who remembered the information, 5 believe oil recycling is an environmentally important activity.

Attitude change

Some individuals not only believe the message, they also make a verbal or mental commitment to change their behavior. Of the 5 people who believe the message, 3 apply it to their own lives and recognize that they need to change their oil disposal behavior. They fully intend to turn in their used motor oil for recycling.

Action

As expected, there is a difference between intention and actual behavior. Of the 3 people who intended to turn in oil, only 2 took action and did so. Now they must continue to maintain their changed behavior over time.

While only 2 people recycled in the prior example, 15 made some progress in the behavior change process. Perhaps future oil recycling program efforts would move them up the pyramid a bit further, while reaching a fresh group of 100 as well. After all, your program doesn't begin and end with one advertisement.

Continuing the process

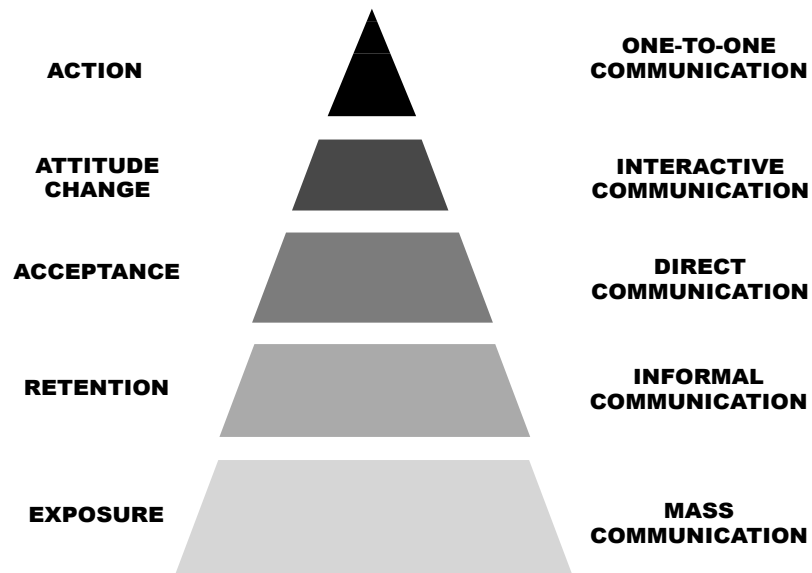
Looking at these numbers, it's clear you need to reach as many people as possible with your message and then move them toward action. Finally, you need to reinforce the changed behavior and retain converted do-it-yourselfers. Common sales theory states that it is far more expensive to

gain one new customer than to retain an existing one. In oil recycling programs, your existing customers are current recyclers. You need to continue your outreach to this vital target audience.

Communications channels

Effective communication

The titles on the right side of the pyramid refer to communications channels—mass, informational, direct, interactive, and one-to-one. The effectiveness of communication varies, depending on the channel used. Two terms used to describe channels in terms of their effectiveness are “lean media” and “rich media.” As we move up the pyramid, our channels move from lean to rich.



Definition of lean media

Lean media, such as advertising, can create awareness among a large audience but take little effort. Lean media does not generally provide a channel for two-way communication. While lean media cannot be relied upon to generate behavior change, it can get your message to a large audience.

Definition of rich media

Rich media, such as one-to-one and small group discussions, provide an effective channel for two-way communication, but they require the most effort. Because of the isolated reach, rich media cannot create large-scale awareness among a target market but are more likely to induce behavioral change.

Communication strategies

Each medium has its place in an IMC plan. An effective IMC plan matches the message to the media. It forces communication up the ladder of effectiveness to narrow the audience to a manageable size and to deliver the message on a one-to-one basis. Consider how this pyramid can be applied to oil recycling communications strategies:

Mass communication—PSAs, paid mass media advertising

An oil recycling program first needs to expose a large group of potential do-it-yourselfers to the message.

Informational communication—news articles, local ads, posters, brochures

You need to remind people of the message continually to help them retain it. Newspaper or newsletter articles, advertisements, brochures, or posters about your program will all spread the message and aid retention. Coverage in appropriate trade or specialty publications (that is, boating or car club magazines) also helps reach your target audience. These articles provide more information, such as statistics and expert opinions, to reinforce your message. Also, reprints can be used in direct mail, displays, or other published materials to lend more credibility to your message.

Direct communication—direct mail, door hangers, floor graphics, and point-of-purchase displays

More information and encouragement in the form of a direct appeal may be needed before your audience will accept your message as valid. These methods also provide necessary details, such as hours of operation, locations, statistics and incentives.

Interactive communication—hotlines, coupons, incentive programs

Up until now, you have not had an opportunity to interact with your target audience, directly or indirectly. You have no input from them and no indication of whether they are committing to your message. These methods enable and encourage your target audience to commit to turning in their oil. They also provide feedback and data to help you evaluate your success.

One-to-one communication—events, speaking engagements

A change of attitude does not always convert into behavioral change. The more you meet with people face-to-face, the more likely potential recyclers are to act on their intentions. Speaking engagements and special oil recycling events are two ways you engage in direct two-way communication with potential recyclers. Additional “oil recycling ambassadors” can include community leaders and even volunteers or students who have participated in oil education programs. You should also encourage committed recyclers to spread the word.

Appendix III

OUTREACH RESEARCH— DIYers AND USED OIL DISPOSAL

Overview

Background

In January 2002, the CIWMB published *Outreach Research—Survey and Focus Groups: DIYers and Used Oil Disposal, Initial Results and Recommendations* (DIY report). This appendix includes the executive summary and applicable findings and recommendations from the 62-page report. A complete copy of the DIY report is available at www.ciwmb.ca.gov/publications/default.asp?pubid=935.

The DIY report is an excellent resource for used oil grantees and presents data summaries by region.

Executive summary

The CIWMB contracted with the Public Research Institute (PRI) at San Francisco State University to compile demographic data from surveys and focus groups. The goal of this effort was to define the audiences and develop effective outreach tools and messages to effect behavioral change.

The DIY report:

- Provides current information about the oil disposal behavior, media use, attitudes, and message and incentive receptivity of Californians who change their own motor oil (do-it-yourselfers, or DIYers).
- Improves the methodology for estimating used-oil-recycling behavior.

DIY report findings

Where are the DIYers and improper disposers?

Most DIYers and most improper disposers are located in the densely populated, highly urbanized regions of California. Rates of DIY and rates of improper disposal are greater in rural areas, but the numbers are in the cities. Sixty percent of DIYers live in the Bay Area or Southern California Coastal regions; 89 percent live in these regions plus the Central Valley and Southern California Inland.

Who are the DIYers?

Men 18–44 comprise the largest single group of DIYers: 49 percent, but men of all ages up to 65 are a major part of the DIY total. Eighty-seven percent of California DIYers are men; 81 percent are men between 18 and 64 years of age.

What predicts DIY?

People are more likely to change their own oil if they are male, young, live in rural areas, and own trucks; and if they have household incomes under \$100,000 and B.A. or less education. DIY is most strongly associated with age and gender: men are much more likely be DIYers than women, and DIY declines somewhat with age, especially age 65 and over. Residents of rural counties are more likely to be DIYers. Education, income, and truck ownership are only weakly related to DIY.

Young drivers

DIY rates are highest in the youngest age group (18–29), suggesting that new drivers are plausible targets for outreach.

Newcomers are different

However, immigrant and migrant-worker newcomers are much more likely to report improper disposal than immigrants or migrants who have lived in California 15 years or more, and more likely than DIYers who were born in the U.S.

Convenience makes a difference

Convenience has a major impact on proper disposal of used oil. DIYers who live farthest from collection centers are considerably more likely to dispose of used oil improperly, and improper disposers were more likely than other DIYers to say that closer collection facilities and curbside pickup would make DIYers more likely to recycle their used oil.

Awareness of environmental impact

The survey found that awareness of specific environmental impacts of used oil is not related to DIYers' disposal behavior. The migrant workers focus group said that everyone already knows that used oil should be recycled. Perceived convenience of recycling is related to disposal behavior. Actual convenience and perception of convenience are more important than awareness of specific impacts of used oil. This suggests that future endeavors should be geared toward making recycling as convenient as possible for California DIYers, in conjunction with efforts on a local level to inform DIYers of the most convenient ways to recycle oil, perhaps changing their awareness of the convenience of proper disposal.

Focus on DIYers, improper disposers, and newcomers

Continued funding for educational outreach in local areas with large numbers of DIYers and improper disposers and of newcomers is likely to be necessary to sustain the current rate of recycling in such areas. Most DIYers in the state are concentrated in the highly urbanized areas of greatest population—the Bay Area and Southern California Coastal regions—in spite of the fact that these areas have the lowest rates of DIY. Migration and immigration are also higher in the Bay Area and Southern California. This means that the population of DIYers is changing too, with new DIYers constantly arriving from other states and countries. Many are from countries where used oil disposal is not regulated. To maintain the rate at which oil is currently being taken to collection centers will necessitate continuous outreach effort in urban areas and in the rural areas with the largest flows of new immigrants and migrant workers.

Multivariate analysis

An illustrative multivariate analysis of DIY showed conclusively that DIY is much more closely related to age, gender, and rural residence than to education, income, and truck ownership. The initial look at the data had suggested that Hispanics were more likely to DIY than other groups, but once we take these other factors into account, we find no differences in DIY between ethnoracial groups, a finding that has implications for outreach. Hispanics still need to be reached because they comprise a large group of DIYers reached with different means and media, but Hispanics need not be disproportionately targeted.

Recommendations for outreach efforts

Outreach to DIYers

PRI did not find significant differences between proper and improper disposers in most demographics, media use, or leisure activities. Therefore, outreach efforts targeted at DIYers in general—men, especially younger men—should reach most improper disposers.

Target newcomers

Newcomers are different—substantially more likely to dispose improperly. Even if they do not constitute a large fraction of all improper disposers, they might be worth targeting because of their high rate of improper disposal.

Target new drivers

Like newcomers to the U.S., new drivers are newcomers to the standards and facilities for recycling. The DIY rate is highest among men 18–29, suggesting that new drivers and young men generally should be targeted for outreach.

Target Hispanics?

While Hispanics were not found to be significantly higher in DIY than other ethnoracial groups in the survey, they still comprise about one-fourth of DIYers statewide, and up to 40 percent in the Southern California Coastal region. In addition, a substantial part of immigrant and migrant newcomers to California are Hispanic, and the English language remains a barrier for some Hispanics. For these reasons, some outreach specifically targeted toward Hispanics and Spanish speakers, especially newcomers, is warranted even though the survey showed that Hispanics do not contribute disproportionately to illegal disposal. Outreach to other newcomers is also needed.

Media

Media use patterns uncovered by the survey indicate that the largest audiences of DIYers are for morning and afternoon radio and for news and movies during prime time. Cost and cost-effectiveness of environmental messages using these media are issues beyond the scope of this study.

Alternative approaches

However, research with household hazardous waste campaigns in San Francisco suggests that other media of communication such as street signs can be more effective and much more cost-effective than the traditional electronic and print mass media. The migrant farmworkers who participated in a focus group for this project strongly recommended a personal, face-to-face approach to their population, with the integrity and credibility of the person a fundamental issue. The CIWMB should also consider ethnic media in non-English languages, which have grown very rapidly in recent years, as ways of reaching newcomers. Some alternative approaches have already been implemented by some local programs, and the alternative approaches generally deserve continuing attention by program developers and the CIWMB. This is especially true for groups that are set apart by language and culture and are more likely to trust communications within the group than from outside.

Reaching DIYers at events

DIYers report frequently participating in athletic, volunteer, and community activities, especially activities involving families. While

this survey did not record the number of children in DIY households, more than half reported households of three or more, and several mentioned that all of their activities involve their children. Events at local community centers or recreational facilities may be effective venues for reaching DIYers.

Appendix IV

EXAMPLES AND IDEAS

Overview

In this section

This chapter includes a combination of tools that have been used by grantees in the past and new tools that were developed with the guidebook. You may be able to use some materials as is. Others may have to be adapted to suit the needs of your program, or you can simply use them as a starting point to develop your own tools. As you come across other materials that may be useful, add them to this chapter for future reference.

Program planning

- Community profile worksheet
 - Demographic information chart
 - Sample of goals and objectives
-

Used oil collection

- Residential collection authorization form
 - Residential collection program surveys
 - Collection survey cover letter and survey
 - Collection center log
 - Collection center interview form
 - Collection container labels
 - Calculations
-

Community events

- Community event checklist
 - Sample quiz
-

- School programs**
- Creative expression project example, flyer, and judging criteria
PETRO Mail
 - Used oil recycling game show
 - School learning project example
 - Used oil recycling math sheet
-

- Public education**
- Oil recycling pledge and container coupons
 - Oil filter hang tag
 - Doorhanger survey
 - Intercept survey
 - Container survey
 - Program surveys
 - New resident brochure
 - Promotion flyer

- Program
assessment**
- Comprehensive used oil recycling program assessment

Community Profile

Jurisdiction Name

Prepared by:	
Date prepared:	

I. Physical Description

Describe the size and shape of your jurisdiction and what defines the community boundaries. What cities are just beyond your boundaries?

Does your community have any distinguishing features that the people of the community relate to or value? Examples include a landmark or historical site, entertainment venue or cultural site, significant outdoor site such as a large park or water feature.

Describe your weather. Do you have extreme weather conditions, such as heavy rains, snow, or high temperatures?

Where do you get your drinking water? It could be a surface water source, such as a lake or river, groundwater, or imported from another area of California or out of state.

Identify the location of your storm drains. Since storm drains are a potential disposal route for used oil, it is important to know where drains are located and where they drain to and can subsequently impact, such as the ocean, lake, or riverbed used for groundwater recharge.

II. People and the Community

How many people live in your jurisdiction and how are they distributed? Are your residential areas isolated or are residential and commercial/industrial areas mixed? Is it primarily urban or rural, or some combination? If it is combined urban/rural, what is the percentage of each?

What is the age breakdown of your community? Note patterns that indicate age and lifestyle characteristics, such as young families, multifamily housing, college student housing, neighborhoods with older residents and few young children, retirement communities, and extended families where multiple generations live in one household.

Describe the cultural mix that makes up your community. Note specific enclaves and languages spoken if possible. Also try to identify whether the adults speak the native language primarily and children act as translators.

Identify community groups, associations, or churches representing specific ethnic groups. Specific examples of these indicators might include a Greek Orthodox church, Russian community center, Asian business center, Hispanic chamber of commerce, or Vietnamese grocery store.

Identify the various income levels within your jurisdiction. Income can often be an indicator of different needs and motivations. In some cases, living quarters and/or location may indicate income levels.

How many registered cars are in your jurisdiction? (The DMV can provide this type of information by zip code.)

Are there any mottos or mascots for which your community is known? What are some of the special traits of your community? Are there any historical features or qualities for which your community is known?

Identify your community leaders. More specifically, identify who the key figures are within the target audiences you will be trying to reach.

List the major businesses in the city and major employers. List the type of community programs these businesses have.

Identify the school districts and private schools within your community.

List community groups that are active in your community. Also, identify any local nonprofit groups in your area that are working on an oil grant.

List the churches that serve your community and identify key religious leaders.

III. Target Audience(s)

Identify and review available research on DIYers and outline how it may apply to your community.

Gather useful information from in-depth interviews of small samples of representative potential target audiences.

Conduct surveys at places where DIYers go such as auto parts stores and retail stores. Describe the perceptions, needs, and behaviors of your target audience.

Identify areas in your jurisdiction with high levels of incidents of illegal disposal of used oil. Identify potential target audiences, possible barriers to proper disposal, and potential communication strategies for spreading your message.

Talk to co-workers, friends, and neighbors to find out if anyone changes their own oil. Discuss obstacles to recycling and where and how to get information to DIYers.

Contact your counterparts at other jurisdictions about potential target audiences.

--

Once you have identified possible target audiences, identify places to find them and contacts.

Target Audience	Possible Locations/Events	Contact(s)

IV. Internal Partners

Identify internal programs that provide outreach to the community.

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Outline ways you could partner with them to help spread the used oil recycling message.

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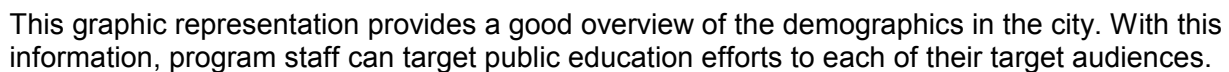
Identify departments or programs that involve working within your community, meeting residents on a daily basis. Outline ways you could work with them on oil recycling outreach.

--

V. Neighboring Oil Programs

Identify used oil recycling, household hazardous waste, or related programs being carried out in nearby communities. Outline the program components. Describe ways you could collaborate with on program components and evaluation strategies.

Jurisdiction	Contact(s)	Program & Components	Ideas for Collaboration



Sample of Goals and Objectives

- GOAL: Increase oil collection activities.
- OBJECTIVES:
1. Schedule four additional collection events.
 2. Develop an advertising/outreach plan.
 3. Design and print advertising/outreach materials.
 4. Distribute advertising/outreach materials.
 5. Hold events.
 6. Complete event summary reports and analyze results.
- GOAL: Educate high school students on used oil recycling.
- OBJECTIVES:
1. Design a high school education presentation for science classes.
 2. Identify the high school science teachers in the school district.
 3. Prepare and mail a flier to the science teachers regarding the program.
 4. Follow up with telephone calls to teachers, as necessary.
 5. Schedule and make presentations.
 6. Evaluate effectiveness through pre- and post-tests, special projects, and creative expression content.
- GOAL: Address the used oil disposal problem at the city airport.
- OBJECTIVES:
1. Establish three used oil collection sites at the city airport.
 2. Develop an airport specific education and outreach campaign.
 3. Hold a “kick-off” event at each of the collection sites.
 4. Establish and implement a quarterly outreach/advertising schedule.
- GOAL: Increase participation of Hispanic community in the city’s residential collection program.
- OBJECTIVES:
1. Identify and contact community members and leaders to provide assistance in determining barriers to participation.
 2. Create an outreach campaign based on input from community representatives/leaders.
 3. Develop and implement an outreach campaign that involves as many community representatives/leaders as possible.
 4. Schedule collection based on response.
 5. Compile and review data on calls and collection of oil.
- GOAL: Develop an agricultural oil collection program.
- OBJECTIVES:
1. Identify potential locations for collection centers.
 2. Contact location owners to establish collection sites.
 3. Design and implement an outreach campaign.
 4. Perform site visits to collection sites to compile data of oil collected.
 4. Analyze collection information and revise program components as necessary.

- GOAL: Increase the number of collection centers in underserved areas in the county.
- OBJECTIVES:
1. Plot existing collection centers on county map to determine underserved areas.
 2. Identify potential centers within these areas.
 3. Contact potential centers in writing, by telephone and in person as appropriate.
 4. Provide assistance as needed to establish collection centers.
 5. Formulate a system to track oil collected.
 6. Develop and implement an advertising plan and schedule.
 7. Perform site visits to compile data on effectiveness.
- GOAL: Develop an oil collection program at the city marina.
- OBJECTIVES:
1. Establish three collection sites.
 2. Develop and implement a boater-specific education program.
 3. Implement a marina volunteer program to assist in oil collection and education.
- GOAL: Initiate an education program for elementary school aged children.
- OBJECTIVES:
1. Identify existing education programs.
 2. Identify high-interest parties.
 3. Develop program elements.
 5. Develop evaluation strategies.
 6. Implement education program.
 7. Evaluate results and prepare report.
- GOAL: Create an oil recycling campaign for the county.
- OBJECTIVES:
1. Develop a campaign message.
 2. Develop and implement specific marketing and outreach activities.
 3. Identify and participate in six community events.
 4. Evaluate results.
- GOAL: Expand used oil recycling public education.
- OBJECTIVES:
1. Develop a Hispanic outreach program.
 2. Design and implement a point-of-purchase program.
 3. Identify and participate in 10 community events.
- GOAL: Increase used oil collection opportunities in the county.
- OBJECTIVES:
1. Implement a residential collection program.
 2. Establish four new collection centers.
 3. Execute two collection events.

Residential collection authorization form

 The Anaheim Fire Department's Door-to-Door Used Oil Collection Program 714.765.4154 			
<u>Authorization Form</u>			
Section I: Appointment Information			
Date Received	Call No.		
Name			
Address			
Phone Number	Advertisement		
Type and Amount of Material to be Collected			
Used Oil (gal)	Oil Filters	Containers	Oil Rags
_____	_____	_____	_____
Section II: Participant Authorization			
<p>I hereby declare that the used motor oil and related waste material collected through the Anaheim Fire Department's Residential Used Oil Collection Program was originated from or by a household located in the city of Anaheim and was not generated by a business or commercial operation. Additionally, I authorize the Department's contractor to collect my waste material.</p>			
Signature: _____ Date: _____			
Section III: Type and Amount of Material Collected			
Container No.	Used Oil (gal)	Oil Filters	Oil Rags
_____	_____	_____	_____
Type and Amount of Containers Collected			
Glass	Metal	Plastic	55-gallon drums
_____	_____	_____	_____
Signature: _____ Date: _____			
This service is funded by a grant from the California Integrated Waste Management Board			

The City of Anaheim Fire Department developed this residential collection authorization form to improve their ability to audit residential collection activities and decrease the potential of collecting commercially generated used oil. The first section of this three-part form is completed after the resident calls for a collection appointment. The form is then mailed to the resident who certifies that the oil was not commercially generated. The resident leaves the signed form with the oil scheduled for collection. When the oil is collected, the type and amount of material is completed and a copy is left for the resident (which satisfies the requirement to leave a receipt). The form provides a system to track oil and filters collected and collection stops, container usage, and advertisement sources. It includes a reminder to residents to leave their oil out for collection.

Residential Collection Program survey

REGIONAL RESIDENTIAL USED OIL COLLECTION PROGRAM

SPONSORED BY THE CITIES OF ORANGE, TUSTIN & GARDEN GROVE

Through a grant from the California Waste Management Board, this Residential Used Oil Collection Program was implemented as a pilot project to determine the value to residents of collecting oil directly from their homes. You have been identified as a household that has taken advantage of the residential collection program, and your experience with the program is valuable in evaluating its effectiveness.

Please take a few moments to complete this survey by circling the appropriate answer, then drop it in the mail. We would appreciate written comments as well. Thank you.

Residential Used Oil Collection Program Survey

(please circle the answer to each question that you feel describes your experience with this program)

1. Indicate your degree of satisfaction with the Residential Used Oil Collection Program: 1 2 3 4 5
(1=Excellent 2=Good 3=Fair 4=Poor 5=Unacceptable)
2. Indicate the possibility that you would use the program again: 1 2 3 4 5
(1=Very 2=Most Likely 3=Likely 4=Possibly 5=Not At All)
3. To what degree did you find the hotline operator helpful: 1 2 3 4 5
(1=Very 2=Helpful 3=Somewhat Helpful 4=Not Very Helpful 5=Not Helpful At All)
4. Please rate the value to you of properly recycling your used oil: 1 2 3 4 5
(1=Very Important 2=Important 3=Somewhat Important 4=Of Little Importance 5=Not Important)
5. Please rate the convenience of the program: 1 2 3 4 5
(1=Very Convenient 2=Convenient 3=Somewhat Convenient 4=Not Very Convenient 5=Not Convenient At All)
6. Have you ever used a certified used oil collection center to recycle your used oil? Y es No
(1=Certified collection center 2=Household hazardous waste facility or event 3=Non-certified collection center 4=Other, please specify)
7. If there were no residential collection program for used oil, where would you take your used oil: 1 2 3 4
(1=Certified collection center 2=Household hazardous waste facility or event 3=Non-certified collection center 4=Other, please specify)

COMMENTS: _____

Thank you for using Anaheim's Residential Used Oil Collection Program. Your comments are important to us! Please complete and return the postage-paid survey.

Gracias por usar el Programa de Recolección de Aceite Usado del Área de Anaheim. ¡Sus comentarios son importantes para nosotros! Por favor complete y devuelva la encuesta con porte postal pagado.

City of Anaheim Public Utilities Department Residential Used Oil Collection Program Customer Survey

1. What did you have picked-up for recycling?

Please check all that apply.

- ☐ Used motor oil. How much? _____ (gal)
☐ Used oil filter(s) How many? _____
☐ Plastic or glass oil containers
☐ Oily rags or cardboard

2. When you called the 800 number to schedule an appointment, was the phone attendant helpful and were the directions given easy to understand? _____

3. How long did it take to have your used motor oil picked-up after calling the 800 number? _____

4. If the Residential Used Oil Collection Program was not available, how would you dispose of your used motor oil? _____

5. Did you know that approximately 75 percent of Anaheim's water comes from groundwater resources and that improperly disposed used motor oil may contaminate this valuable resource?

- ☐ Yes ☐ No

6. Will you be using the Residential Used Oil Collection Program again?

- ☐ Yes ☐ No, because _____

Thank you!



The Residential Used Oil Recycling Program is a community service brought to you by the City of Anaheim Public Utilities Department and funded by the California Integrated Waste Management Board.

Ciudad de Anaheim Departamento de Servicios Públicos Programa Residencial de Recolección de Aceite Usado

1. ¿Que le recogieron para reciclar?

Favor de marcar todos los que le apliquen.

- ☐ Aceite de motor usado, ¿cuanto? _____ galón(s)
☐ Filtro(s) de aceite usado, ¿cuantos? _____
☐ Envase de aceite de plástico o de vidrio
☐ Trapos o cartones aceitosos

2. ¿Cuándo llamó al número 800 para hacer una cita, las direcciones fueron fácil de comprender y el asistente fue servicial? _____

3. ¿Cuanto duraron para recoger su aceite usado después de haber llamado al número 800? _____

4. ¿Si el programa Residencial de Recolección de aceite usado no estuviera disponible, cómo disponiera del aceite usado de motor? _____

5. ¿Usted sabía que aproximadamente 75 por ciento de la agua en Anaheim proviene de los recursos subterráneos y si disponen del aceite usado de motor y puede haber la posibilidad de contaminación?

- ☐ Si ☐ No

6. ¿Usted volvería a usar el programa Residencial de Recolección de aceite usado?



- ☐ Si ☐ No, porque _____

¡Gracias!



El Programa Residencial de Recolección de Aceite Usado es un servicio a la comunidad que proporciona el Departamento de Servicios Públicos de la Ciudad de Anaheim. Fondos proporcionados por la California Integrated Waste Management Board.

Residential Collection Survey

		Residential Door-to-Door Collection Program 1999 Participant Survey			
1. Based on your recent collection of used oil, how satisfied are you with Anaheim's Door-to-Door Collection Program?	Very Satisfied <input type="radio"/>	Somewhat Satisfied <input type="radio"/>	Neutral <input type="radio"/>	Somewhat Dissatisfied <input type="radio"/>	Very Dissatisfied <input type="radio"/>
2. Based on your recent experience, would you use our program again?	Yes <input type="radio"/>	No <input type="radio"/>			
3. Based on your recent experience, would you recommend our Door-to-Door Collection Program to a friend?	Yes <input type="radio"/>	No <input type="radio"/>			
4. Which of the following do you possess?	Automobile <input type="radio"/>	Boat <input type="radio"/>	Personal watercraft <input type="radio"/>	Off-road vehicle <input type="radio"/>	Motorcycle <input type="radio"/>
	RV <input type="radio"/>	Other <input type="radio"/>			
	(description of other)				
5. Considering the items you identified in Question 4, how often do you conduct an oil change?	1-2 times a year <input type="radio"/>	3-4 times a year <input type="radio"/>	5-6 times a year <input type="radio"/>	7-8 times a year <input type="radio"/>	9 or more times a year <input type="radio"/>
6. When was the last time you used the Door-to-Door Collection Program?	Less than 3 months <input type="radio"/>	3-6 months <input type="radio"/>	6-12 months <input type="radio"/>	Greater than 12 months <input type="radio"/>	N/A <input type="radio"/>
7. In general, when you call:	Always	Almost Always	Sometimes	Almost Never	Never
a. Was your call answered promptly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Was the representative able to answer your questions to your satisfaction?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Were the instructions given to you clear and understandable?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. What specific improvements can we make to increase your satisfaction with our program?	<input type="text"/> <input type="text"/> <input type="text"/>				
9. Are you aware that in addition to our Door-to-Door Program, we have established 30 Used Oil Collection Centers throughout Anaheim?	Yes <input type="radio"/>	No <input type="radio"/>			
10. Age group:	16-18 <input type="radio"/>	19-24 <input type="radio"/>	25-34 <input type="radio"/>	35-45 <input type="radio"/>	Over 45 <input type="radio"/>
11. Ethnic background:	White <input type="radio"/>	Black <input type="radio"/>	Hispanic <input type="radio"/>	Asian <input type="radio"/>	Other <input type="radio"/>
12. Annual household income:	Under \$20,000 <input type="radio"/>	\$20,000 to \$34,000 <input type="radio"/>	\$35,000 to \$49,000 <input type="radio"/>	\$50,000 to \$74,000 <input type="radio"/>	\$75,000 and above <input type="radio"/>
13. How did you hear about our program?	Local Newspaper <input type="radio"/>	City Sponsored Event <input type="radio"/>	Point of Sale Display <input type="radio"/>	TV <input type="radio"/>	Door Hanger <input type="radio"/>
	Radio <input type="radio"/>	Other <input type="radio"/>			
	(description of other)				
June 15, 1998					

Sample Collection Center Survey Cover Letter

Date

Name

Address

City, State Zip Code

Dear:

I am writing to thank you for participating in [insert your jurisdiction name] Used Oil Recycling Program by collecting used motor oil from the public free of charge. You are providing a valuable community service.

As you may already know, one of the benefits of participating in the program is that (your jurisdiction name) coordinates and places free advertising for your business twice a year. I have enclosed a copy of the next advertisement that we will be placing in the (insert applicable publication name) for you.

I have also enclosed a short survey that will help us develop a way to measure the amount of used motor oil that is being collected throughout (your jurisdiction name). Analyzing trends in the amount of used motor oil being collected helps us better evaluate our outreach efforts within the Used Oil Recycling Program. Please take a few minutes to complete the survey and return it in the postage paid envelope by (insert date).

If you have any questions or comments regarding (your jurisdiction name) Used Oil Recycling Program, please contact me at (XXX) XXX-XXXX.

Thank you.

Enclosure

Used Oil Collection Center Survey

Company Name: _____

Survey Completed by: _____

1. Are you a California certified used oil collection center?
yes no
2. Does your business have a service bay?
yes no
3. Is all of the used motor oil collected from your business collected from the public?
yes (if yes, skip to number 6) no

We want to find out how effective local used oil programs are in increasing oil recycling. To do this, we need to find out how much oil is being brought in by the public and how much oil is coming from your business operation.

4. Currently, do you keep a record of the amount of oil you collect from the public? If so, how?
yes, (please describe how) _____
no

5. If you do not keep a separate record of how much used motor oil you collect from the public, would you be willing to use one of the following methods to give us that information?

Log. This method would require the employee(s) responsible for collecting used motor oil from the public to maintain a log that would record the **date** and **amount** (in gallons) of used motor oil collected.

If no, why? _____

Sales receipt. This method would require a report of the number of oil changes provided to customers during a specified time period and the amount of used motor oil manifested during that time period. This method would help us calculate how much oil had been collected from the public.

If no, why? _____

Interview. This method would provide an estimate of the amount of oil collected from the public during a specified time period. This method would probably be the least accurate. It would require you to estimate the amount of oil you collected from the public during a specified amount of time.

If no, why? _____

Other. Do you have an idea for another method of tracking oil collected from the public? Please describe.

6. Do you collect used motor oil filters from the public free of charge?
yes no, because _____

7. In some cases, (insert name here) Used Oil Recycling Program can provide assistance or incentives. What type of assistance or incentives would you find helpful?

55-gal collection drums	Filter crushers	Advertising	Other
Coupons	Promotional events	Chlor-n-oil test kits	please describe: _____

THANK YOU!

Please return the survey in the attached self-addressed stamped envelope to
(insert jurisdiction name and address here)

For more information call (insert contact name and phone here)

Collection Center Log

Company: _____

Address: _____

City, State, Zip: _____

Geo Plastics
15-quart containerBlitz 15-quart
container**Policy Statement:**

I fully understand this Used Oil Collection Center can only accept used automotive oils for proper disposal. All other hazardous wastes must be taken to one of Orange County's Household Hazardous Waste disposal sites. Ask attendant for details.

Date	Amount of oil (gal)	Zip code	Type of container	
			<input type="checkbox"/> Blitz 15 qt. <input type="checkbox"/> Other	<input type="checkbox"/> Geo 15 qt.
			<input type="checkbox"/> Blitz 15 qt. <input type="checkbox"/> Other	<input type="checkbox"/> Geo 15 qt.
			<input type="checkbox"/> Blitz 15 qt. <input type="checkbox"/> Other	<input type="checkbox"/> Geo 15 qt.
			<input type="checkbox"/> Blitz 15 qt. <input type="checkbox"/> Other	<input type="checkbox"/> Geo 15 qt.
			<input type="checkbox"/> Blitz 15 qt. <input type="checkbox"/> Other	<input type="checkbox"/> Geo 15 qt.
			<input type="checkbox"/> Blitz 15 qt. <input type="checkbox"/> Other	<input type="checkbox"/> Geo 15 qt.
			<input type="checkbox"/> Blitz 15 qt. <input type="checkbox"/> Other	<input type="checkbox"/> Geo 15 qt.
			<input type="checkbox"/> Blitz 15 qt. <input type="checkbox"/> Other	<input type="checkbox"/> Geo 15 qt.
			<input type="checkbox"/> Blitz 15 qt. <input type="checkbox"/> Other	<input type="checkbox"/> Geo 15 qt.
			<input type="checkbox"/> Blitz 15 qt. <input type="checkbox"/> Other	<input type="checkbox"/> Geo 15 qt.
			<input type="checkbox"/> Blitz 15 qt. <input type="checkbox"/> Other	<input type="checkbox"/> Geo 15 qt.

Used Oil Collection Center Interview Sheet

Company Name:			
Address:			
Contact Name:		Title:	

(Try to speak to the same person each time, if possible)

1. Have you collected oil from do-it-yourselfers in the last three months?

Yes No If yes, how many people? _____

(You may want to prompt them)

1–5 people

6 –10 people

11–15 people

16–20 people

More than 20

2. Have you collected oil filters from do-it-yourselfers in the last three months?

Yes No If yes, how many? _____

3. Are you keeping any type of record of oil and filters brought in by do-it-yourselfers?

yes no If yes, describe? _____

4. Have you noticed if you have do-it-yourselfers bringing more oil in:

During the week

Weekends

Specific days

Other trends:

5. Are those do-it-yourselfers bringing oil in typically:

New do-it-yourselfers? What percentage? _____

Repeat do-it-yourselfers What percentage? _____

6. Did they indicate how they found out about the collection center?

Newspaper ad

Bill insert

Point-of-purchase

Event

Magazine ad

Direct mail

Other (specify)

7. How much total oil did you dispose of in the last three months? _____

Of that amount, how much do you think was from do-it-yourselfers? _____

8. Do you have any comments or recommendations?

THANK YOU!

Collection Container Labels



Container No.	Event	Date Issued	Issued By
001617			

EL PROGRAMA DE RECICLAR ACEITE USADO DE MOTOR DEL DEPARTAMENTO DE BOMBEROS DE ANAHEIM

GRATIS SERVICIOS RESIDENCIALES

- Recogemos a Su Puerta
- Recipiente de Plástico de 15 Litros
- 26 Centros de Colección en Anaheim

Para hacer una cita de colección de aceite usado de motor, filtros, y trapos aceitosos, llame al teléfono:

714.765.4154

Financiado por "California Integrated Waste Management Board".

THE ANAHEIM FIRE DEPARTMENT'S USED OIL RECYCLING PROGRAM

FREE RESIDENTIAL SERVICES

- Collection at Your Front Door
- 15-Quart Storage Containers
- 26 Collection Centers in Anaheim

To schedule a pick-up of used motor oil, used oil filters, and oily rags, please call:

714.765.4154

Funded by the California Integrated Waste Management Board.

The City of Anaheim Fire Department developed this container label to enable them to identify the date and event they give out their used oil collection containers. Using this label with this tracking information, they are able to associate a specific outreach event with participation in their residential collection program.

Calculations

Oil Volume Available

The following shows how to calculate the amount of oil available (O) for recycling:

$$O = R \times A \times C$$

O = oil available for recycling
 R = number of registered cars in jurisdiction
 A = average amount of oil per change (4 quarts = 1gallons)
 C = average number of oil changes per year

For example, if your jurisdiction has 3,245 registered cars, and each car's oil is changed twice a year, your calculations would be as follows:

$$R = 3,245; \quad A = 1 \text{ gallon}; \quad C = 2 \text{ oil changes per year}$$

$$O = 3,245 \times 1 \times 2 = 6,490 \text{ gal/per year}$$

DIYers in your jurisdiction

The following shows how to calculate the number of DIYers (D) in your jurisdiction:

$$D = H \times A$$

D = number of DIYer households
 H = number of households in jurisdiction
 A = average % of DIYer households

For example, if your jurisdiction has 78,345 households and based on an average of 23% DIYer households, your calculations would be as follows:

$$H = 78,345; \quad A = 23\%$$

$$D = 78,345 \times 0.23 = 18,019 \text{ DIYer households}$$

Sales receipt method for calculation DIYer oil from collection centers

$$D = T - (N \times A)$$

D = Amount of DIYer oil
 T = total oil disposed (based on disposal documents)
 N = number of oil changes performed in a given month
 A = average amount of oil per change (in gallons)

For example, the collection center performed 350 oil changes in a given period, and the center disposed of 500 gallons during that period. The amount of DIYer oil would be determined as follows:

$$T = 500 \text{ gallons}; \quad N = 350 \text{ oil changes}; \quad A = 1 \text{ gallon per oil change}$$

$$\begin{aligned}
 D &= 500 - (350 \times 1) \\
 &= 150 \text{ gallons}
 \end{aligned}$$

Name of event:			
Description of event:			
Sponsoring organization:			
Date:		Time:	
Location:			
Event contact:			
Telephone:		FAX:	
Event budget:		Grant charged to:	

Expected attendance:		Actual attendance:	
Number of people that stopped at our booth:			

<input type="checkbox"/>	Program survey	<input type="checkbox"/>	Tally sheet	<input type="checkbox"/>	Education materials
<input type="checkbox"/>	Used oil quiz	<input type="checkbox"/>	Containers	<input type="checkbox"/>	Retention materials
<input type="checkbox"/>	Other (explain)				

Qty of oil collected:		Qty of filters collected:	
Summarize the results of the event:			
<p>Include the number of surveys or interviews completed any promotions conducted or any other pertinent information.</p>			
Total cost (from reverse side):		Amt over/under budget:	
Future events:			
<p>Indicate whether you should continue participating in this event and why.</p>			

SUPPLIES NEEDED:

Items	Qty needed	Qty Taken	Qty Returned
Tables			
Signs & stands			
Exacto knife			
Scissors			
Tape			
Wheel			
Questions			
Pens for surveys			
Clipboards			
Extension cord			
Canopies			
Recycle Used Oil banner (English)			
Recycle Used Oil banner (Spanish)			
Re-refined oil banner			
Other:			

EDUCATION MATERIALS /RETENTION ITEMS

Items	Qty Taken	Qty Returned	Qty Distributed
EDUCATION MATERIALS			
Recycle oil brochure			
Collection center flyer			
Rerefined oil brochure			
Residential collection flyer			
Car maintenance kit			
RETENTION ITEMS			
Pens			
Pencils			
Hotline number magnet			
Recycle oil poster			
Oil cootie catcher			
CONTAINERS			
Quantity needed: _____			

COST RECORD

Item	Qty	Cost
TOTAL		

Paint Quiz

- | | | |
|---|------|-------|
| 1) One gallon of recycled paint covers about 300 square feet. | True | False |
| 2) Oil-based paint and paint thinner can catch or contribute to a fire. | True | False |
| 3) Dirty paint thinner must be disposed of as hazardous waste. | True | False |
| 4) You could be fined \$500 or more if lead paint chips from your work drop onto a neighbor's property. | True | False |
| 5) The city keeps a list of charities and schools that will recycle leftover paint. | True | False |
| 6) Paint chips and dust from houses built before 1978 are almost always hazardous. | True | False |
| 7) Empty and dry plastic paint cans can be thrown away in the trash. | True | False |
| 8) San Francisco residents can dispose of leftover paint and paint thinner for free. | True | False |
| 9) A business needs an appointment to take paint to the small business disposal program at Sanitary Fill Company. | True | False |
| 10) Recycled paint can be as good as new paint for some uses. | True | False |

Name _____

Company _____

Address _____

City _____ State _____ Zip _____

Phone Number () _____

Printed on 30 percent postconsumer paper

Developing a short quiz such as this for your used oil recycling program is a great way to find out how much people know about your program and to track visitors to your booth at community events.

Oil Quiz

1. The largest source of all pollution in our country's waterways comes from:
 - A. Leaks in pipelines.
 - B. Storm drains.
 - C. Oil drilling.
 - D. Oil spills from ships.
2. One gallon of used motor oil can pollute how many gallons of water?
 - A. One million gallons.
 - B. One thousand gallons.
 - C. One hundred gallons.
 - D. One gallon.
 - E. None. Oil doesn't pollute water.
3. Recycled oil can be:
 - A. Burned for heat.
 - B. Burned by power plants to make electricity.
 - C. Used for paving streets.
 - D. Turned into new motor oil, called re-refined oil.
 - E. All of the above.
4. Recycling 2 gallons of used oil can make enough electricity to power everything in your home for:
 - A. One minute.
 - B. One hour.
 - C. One day.
 - D. One year.

5. True or False?

Oil doesn't wear out—it just gets dirty.

6. Used motor oil can contain which of the following toxic substances?
 - A. Benzene.
 - B. Lead.
 - C. Zinc.
 - D. Cadmium.
 - E. All of the above.

7. One pint of oil can produce a slick of approximately how many acres on the surface of water?

- A. A half-acre.
- B. A quarter-acre.
- C. A whole acre.

8. True or False?

Oil dumped on land reduces soil productivity.

9. True or False?

The United States of America recycles more oil than any other country in the world.

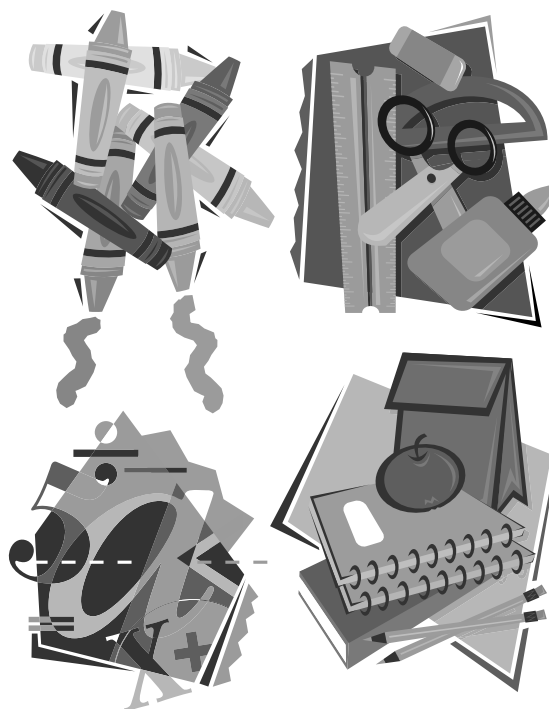
Example of a Flyer and Judging Criteria for a Creative Expression Project

What Did You Learn About Oil Recycling?

All students are invited to enter the “**What Did You Learn About Oil Recycling?**” contest. Students can draw, write, video, paint, make a poster, or write a story relating to the most interesting issue they learned about oil and oil recycling! (Teachers are encouraged to have their classes participate because teachers win too!)

Eligibility:

- ~ Any _____ grade student
- ~ One entry per person.
- ~ All entries must have the following information on the reverse side of the entry:
 1. Student's name
 2. Parent's name
 3. Student's grade
 4. Student's home number
 5. Student's age
 6. Teacher's name
 7. School name
 8. School phone number



Entry Guidelines:

- ~ Entries must be submitted by *insert date*
- ~ Submit entries to:
 - Name _____
 - Address _____
 - City, State Zip _____
 - Phone: _____ FAX: _____
- ~ All entries become the property of _____ and may be used in public/media relations materials.
- ~ Be creative and have fun!!!

Prizes:

- ~ Judging will be done by _____. All judging decisions will be final. Two winners from each grade level will be selected.
- ~ _____ will award the winning student a family four-pack of passports to Disneyland!
- ~ The winning student's teacher will receive two Passports to Disneyland!
- ~ Winners will be notified by phone and the awards will be presented at the student's school.

“What Did You Learn About Oil Recycling?” Contest Judging Criteria

Review the entries submitted for the **“What Did You Learn About Oil Recycling?”** contest.

Using the criteria listed below, select your top THREE choices by placing the attached cards in front of your choices for each grade level: YELLOW for ____ grade; GREEN for ____ grade; BLUE for ____ grade. The number “3” cards are for your **first choice**, “2” cards for your second choice, and the number “1” cards for your **third choice**.

JUDGING CRITERIA:

- 1. Adequately answer the question.** (Did they explain what they learned or just talk about a subject?)
- 2. Level of understanding/comprehension.** (Did they understand what they learned?)
- 3. Creativity.** (Did the entry catch your eye?)
- 4. Artistic presentation.** (Keeping in mind the age, is it legible? How do you rate the artistic quality or presentation?)
- 5. Level of Effort.** (How much effort did they put into the entry?)

THANK YOU!

Petro Mail

PETRO Mail

Sender's Thoughts

Try some of these ways to start your message:

Now I understand that...

What I'd really like to know is...

To: _____ From: _____ Date: _____

Message:

How can I find out about...

An idea I have is...

Something I think is neat is...

PETRO:
Protect the Environment,
Try Recycling Oil

Receiver's Reply

To: _____ From: _____ Date: _____

Message:

I'm frustrated about...

I discovered... I'm confused about...

I'd like to investigate...

from **Earth Resources** *A Case Study: Oil*

PETRO Mail can be used to evaluate your school presentations. Instruct students to write a question or statement that will require another student(s) to demonstrate their understanding of information discussed in your presentation. Guide them to ask questions that will generate more than single-word responses, using trigger words such as “explain” or “describe.” For example “Explain why used oil should be recycled” or “Describe a campaign slogan you would use to get other students to recycle their oil.” After students have written their message, then you act as the “postmaster” and deliver the message to the receiver for a response. The response is then sent back to you for review and discussion.

Used Oil Recycling Game Show

Engaging students in a game such as this that is interactive and reinforces the used oil recycling information you provide can be an excellent way to determine what information they remembered and understood.

THE CITY OF ANAHEIM'S USED OIL RECYCLING GAME SHOW (Target age group: 7 – 10 year olds)

Game objective:

The main objective of the game show is to teach children about recycling used motor oil in a congenial and fun-learning atmosphere.

Materials Needed:

- ~ 1 wheel with numbers 2 through 10
- ~ 1 table
- ~ 1 Recycling Grand Prix game board with 2 car game pieces
- ~ 1 easel
- ~ 1 set of props (pictures, samples, etc)
- ~ 2 chairs
- ~ 2 hard hats
- ~ 2 pairs of goggles
- ~ 8 arrows made of poster board (6" by 11")
- ~ 2 cans of whipped cream
- ~ 10 paper plates
- ~ 1 cooler filled with ice
- ~ 1 roll of plastic sheeting
- ~ 1 box of baby wipes
- ~ 6 kitchen/bar towels
- ~ Premiums for everyone in the audience (the audience will be divided into two teams, the winning team should receive a higher quality premium).

Optional materials:

- ~ 6 tee-shirts for contestants
- ~ 1 microphone

Staff Responsibilities:

Lead Host:

- ~ Welcome audience and introduce staff.
- ~ Ask for six volunteers from the audience (three per team).
- ~ Select three contestants to represent his team.
- ~ Assist pie-in-the-face recipient with safety gear.
- ~ Explain the game and role of each contestant.
- ~ Tell a story containing at least 10 used oil recycling facts.
- ~ Turn the show over to the "Assistant Host."
- ~ Keep team leaders on track.

- ~ Move game pieces (cars) forward on game board, while counting each move out loud.
- ~ Add whipped cream to “pie shells” (paper plates) for questions answered correctly.
- ~ Conduct pie countdown (out loud).
- ~ Assist Contestants with cleanup.

Assistant Host:

- ~ Assist “pie-in-the-face” recipient with safety gear.
- ~ Display props during the “story.”
- ~ Select three contestants to represent his team.
- ~ Ask questions to each team.
- ~ Count each move of game pieces (out loud).
- ~ Conduct pie countdown (out loud).
- ~ Distribute premiums to team members.

Contestant Responsibilities:

Team Leader:

- ~ Spin the wheel.
- ~ Select teammate to answer questions.

Pie Tosser:

- ~ Positions himself on first arrow of “pie path” with a pie shell (paper plate) in hand.
- ~ Moves forward one arrow of the “pie path” with each correct answer by his team.
- ~ Tosses pie.

“Pie-in-the-Face” Recipient:

- ~ To dress in safety gear (hard hat, goggles, plastic sheeting).
- ~ Sit in the “pie seat” at the end of the “pie path.”

Game Instructions:

The audience is divided into teams, named after the color of the team’s game piece (car). Each team designates a host, team leader, pie tosser, and pie-in-the-face recipient.

When the Lead Host completes the “Story,” each “Team Leader” takes a turn spinning the wheel to determine the possible points their game piece will move ahead on the board. The Assistant Host then asks a question to the team who spun the wheel. The team leader then selects a teammate to answer the question. If the question is answered correctly, the team’s game piece moves forward on the board and the team’s “pie tosser” moves forward along the “pie path” (composed of four arrows).

Once the team has answered the fourth question correctly, the “pie tosser,” who has reached the end of the “pie path” (the last arrow) after the third question, now tosses the pie into the face of the “pie-in-the-face” recipient with the assistance of a countdown from the hosts and the audience.

School Education Learning Project Example

“Kids for Oil Recycling” School Campaign

A unique pilot program conducted at an Anaheim elementary school in 1997 showed promising results and could easily be adapted for use elsewhere in the state. A program was developed that linked an elementary school with a nearby certified collection center that had a history of being highly supportive of school events, fundraisers, etc.

Through presentations to the student council and in each participating classroom, students were taught about the relationship between dumping used motor oil and groundwater contamination. As a teaching aid, the grantee used a three-dimensional mock-up of a fictional town to demonstrate how oil is dumped and how it could reach the town's aquifer. Features of the mock-up included a business operating a certified collection center, a landfill, an elementary school and several residences. Presented with the mock-up were different types of miniature cars to represent various residents of the town. The oil disposal behaviors of each resident were profiled and students were quizzed on whether the behaviors were environmentally responsible.

Students were then asked to encourage their parents and neighbors to recycle used motor oil during the remainder of the school year. They were told that if they participated, they would receive a prize package consisting of a poster and key chain. As an incentive to teachers and student leaders, if the school achieved its overall goal of 500 quarts, a local business would make a contribution to the school's multimedia center.

Each child was given a form that could be turned in at the collection center along with used motor oil. This form recorded the amount of oil turned in and automatically qualified the child to receive a free prize package for participating. Because the collection center was a “quick oil change” business, the form also included a discount coupon for oil changes. Children of parents who used this coupon also received credit for the program but these collection totals were tracked separately by the grantee. Staff at the collection center were informed of the program in advance and instructed on how to collect and retain the forms.

The grantee also set up an information booth at the school's annual fun day, distributing collection containers and additional forms. This provided an excellent opportunity to talk with parents and residents of the school's neighborhood face-to-face. These interactions greatly improved participation in the program. By collecting the forms weekly at the collection center, the grantee was able to track the increase in participation following classroom presentations and particularly following the fun day.

Enhancements to the program could include:

- ~ A similar presentation geared to the younger grades (K-2).
- ~ Regular attendance at PTA meetings to encourage participation and provide more opportunities to meet face-to-face with parents and teachers.
- ~ Bonus prizes for the top five recyclers in the school.
- ~ A competition between classrooms with prizes going to the classrooms recycling the most oil.
- ~ A competition between schools with prizes going to the classrooms recycling the most oil.
- ~ Arranging media coverage of the students' efforts.
- ~ Giving a "prize" to collection center staff for diligence in collecting and retaining the students' forms each month.
- ~ Using the addresses/telephone numbers provided on the collection forms to conduct a post-survey.

CALIFORNIA USED OIL RECYCLING MATH PRACTICE FOR FIFTH AND SIXTH GRADES

USED MOTOR OIL TERMS TO LEARN

Used oil collection center
Certified collection center
Refineries

Re-refined oil
Landfill
Groundwater

Storm drains
Toxic
Household hazardous waste

Read this before you tackle these slippery math problems about motor oil . . .

Did you know that the used motor oil that comes out of our cars and trucks can be recycled? Even old oil filters that you replace when you change the oil can be recycled to reuse the oil and metal they contain.

All you have to do is take the oil and filters to a local **used oil collection center**. These are located at many gas stations and auto part stores. Some have a special agreement with the State of California to collect oil. These are called **certified collection centers**.

Companies that recycle used motor oil pick it up from collection centers and take it to special **refineries**. The refineries clean the oil so it can be reused. Then it's called **re-refined oil**.

Some people put their used motor oil in the trash and it ends up in dumps known as **landfills**. Others dump old oil on the ground or

in the street. This oil can slowly seep down through layers of soil until it reaches the pure water that lies deep beneath the ground. This **groundwater** then becomes polluted and it's no longer safe for us to drink.

If oil gets dumped in the street or gutter, it can end up washing into the long drain openings you see along curbs. Whatever goes into these **storm drains** ends up flowing into the ocean. It can harm sea life, surfers or anyone else who loves the ocean and beaches. Motor oil is **toxic**, meaning it's dangerous for living things. It is one of many products we use that become a **household hazardous waste**. All of these need to be disposed of properly.

Now that you're an expert on how to recycle used motor oil and filters, you can slide right through these math problems. Good luck!

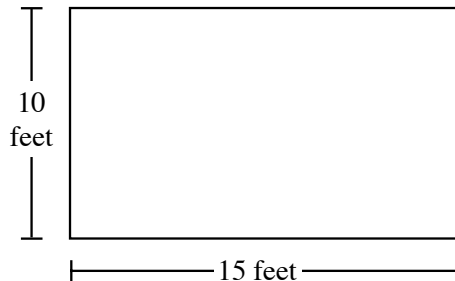


Produced by the Blue Planet Foundation
Funded by a grant from the California Integrated Waste Management Board

WORKSHEET A – MULTIPLICATION AND DIVISION - page 1

1. Sophia is planning to paint a wall mural for her school showing what happens when used motor oil gets dumped on the ground. She needs to prepare the wall with a special paint called a sealer. Each can of sealer covers 25 square feet. Based on the diagram of the wall, how much sealer will she need?

WALL MURAL MEASUREMENTS



ANSWER _____

2. Tran's Auto Parts Store is a certified used oil collection center. It took in 1,080 gallons quarts of used motor oil from the public last year. What is the average amount of oil (in gallons) it collected per month?

ANSWER _____

3. Katie and Ramon are working on a service project for school. They are going to set up a booth at the city's Cinco de Mayo Festival to distribute flyers listing local used oil collection centers. About 7,500 people are expected to attend the event. They will need one flyer for every three people. How many flyers should they order?

ANSWER _____

4. There are 10 families on Valencia Street who change the motor oil in their cars. Each car uses 16 quarts of oil every year. How many quarts of motor oil could the families take in for recycling in one year? There are 4 quarts in a gallon. How many gallons of motor oil could the families take in for recycling in one year?

A) ANSWER _____ quarts

B) ANSWER _____ gallons



Multiplication and Division - page 2

5. The Blue Harbor School Environment Club wants to stop people from dumping used motor oil down storm drains. The 12 club members have permission from the City of Blue Harbor to stencil storm drains around town with the words "DO NOT DUMP—DRAINS TO THE OCEAN." Each student can stencil four drains in one hour. If the club works for two hours, how many drains can they stencil?

ANSWER _____

6. One pint of oil can produce a slick of about 1 acre on the surface of water. There are 8 pints in a gallon. How large of a slick could be caused by 4 gallons of oil from boat engines that are illegally dumped in a lake?

ANSWER _____

7. The student council at Hillside Elementary School has distributed 138 4-gallon oil collection containers at the school's annual fun day. There are 4 quarts in a gallon. If all of the containers are filled to capacity within one year and the oil is turned in for recycling, how many gallons of oil would be recycled?

ANSWER _____

8. Just one quart of oil can affect the taste of 250,000 gallons of groundwater. Michael's car holds 4 quarts of oil. If Michael dumps the oil, instead of turning it in to a collection center, how much groundwater could he affect?

ANSWER _____



WORKSHEET B – PERCENTAGES and FRACTIONS - page 1

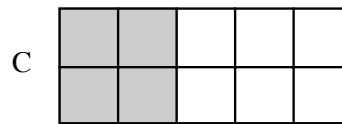
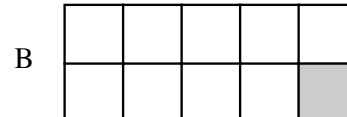
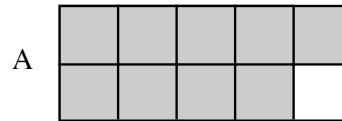
1. Each year, about 40 million gallons of motor oil are sold to the public in California. About 20 million gallons are improperly disposed of each year. What percentage of the total amount of oil sold isn't disposed of properly?

ANSWER _____

2. Ling is president of her school's Planet Earth Club. The club sent home parent surveys about household hazardous waste. They got back 80 completed surveys. 60 of the parents said that they knew used motor oil is a hazardous waste. What fraction shows the number of parents who didn't know oil was a hazardous waste?

ANSWER _____

3. Of the used oil filters generated by people who change their own oil, only 10 percent is recycled. Which figure below is shaded to show the percentage of filters that are not recycled?



ANSWER _____

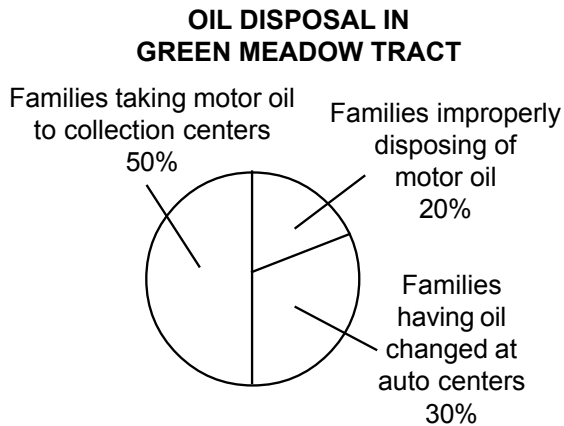
4. Jake and his friends volunteered to hand out flyers on used oil collection centers in his neighborhood. City hall gave him a box of 500 flyers but there are only 400 homes. What fraction shows how many of the 500 flyers Jake can return to city hall?

ANSWER _____



Percentages and Fractions - page 2

5. Elise is doing a report on how much used motor oil is recycled from her neighborhood. She has conducted a survey of 100 families. The graph below shows how her neighbors responded. Bear in mind that when families have their oil changed at auto centers, the center turns in the oil for recycling.



What is the total number of families whose used motor oil ends up being recycled?

ANSWER _____

6. Jamal's Service Station turned in 200 gallons of used motor oil for recycling last year. About 40 gallons was brought in by residents and the rest came from oil changes that Jamal did on customer's cars. What fraction shows how much oil came from customers?

ANSWER _____

7. More than 1.3 billion gallons of used oil is generated each year in the U.S. About 60 percent is recycled. Using this percentage, how many gallons of used oil get recycled each year?

ANSWER _____

8. Used motor oil can be recycled into re-refined oil. This oil is of excellent quality and is even used in some race cars. One quart of used oil makes $\frac{5}{8}$ quart of re-refined oil. How much re-refined oil could be made from 80 quarts of used oil?

ANSWER _____



WORKSHEET C – DECIMALS

1. Used oil filters can also be recycled. Recycling 1 ton of used oil filters recovers 1,700 pounds of steel and 60 gallons of used motor oil.

How many pounds of steel will be recovered from 2.75 tons of used oil filters?

A) ANSWER _____

How many gallons of used oil will be recovered from 0.9 tons of used oil filters?

B) ANSWER _____

2. More than 1.3 billion gallons of used oil is generated each year in the U.S. What is the monthly average of used oil generated in the nation?

ANSWER _____

3. Quan's dad changes the oil in his truck four times during a year. On the average, 4.5 gallons of used oil is drained out of the vehicle during each oil change. How much used motor oil comes out of his truck in five years?

ANSWER _____

4. Rosalina prepared a project on oil recycling for her school's science fair. She started by calculating how much used motor oil was coming from her street. The 18 families on her street own a total of 27 cars. Each car generates an average of 12.75 quarts of used oil per year.

What is the average number of cars owned by a family on Rosalina's street?

A) ANSWER _____

How much used oil is generated by the vehicles on Rosalina's street every year?

B) ANSWER _____



WORKSHEET D – ROUNDING AND ESTIMATION

1. Jordan's youth group will be distributing flyers about oil recycling at the city's environmental festival. About 3,650 people attended last year. Jordan needs to order one flyer for every three attendees. Estimate how many flyers she'll need, rounding to the nearest thousand.

ANSWER _____

2. From the problem above, Jordan is also ordering pencils made out of recycled products for the children. If half of the attendees are children, how many pencils will she need, rounded to the nearest hundred?

ANSWER _____

3. Used motor oil can be recycled into re-refined oil. It takes 4 quarts of used oil to make 2.5 quarts of re-refined oil.

Estimate how much re-refined oil can be produced from 400 quarts of used oil.

A) ANSWER _____

Estimate how much re-refined oil can be produced from 4,000 quarts of used oil.

B) ANSWER _____

4. Yoshi's Environmental Club is stenciling storm drains with the words, "DO NOT DUMP—DRAINS TO THE OCEAN." If the 21 members of the club each stencil six drains, about how many drains can the group complete? Round your answer to the nearest ten.

ANSWER _____

5. There are 48,105 adult residents in Taylor's city. If each resident's auto use produces 4 quarts of used motor oil this year, how much used motor oil will be generated during the year. Round your answer to the nearest hundred.

A) ANSWER _____

Using the answer from above, round it to the nearest thousand.

B) ANSWER _____

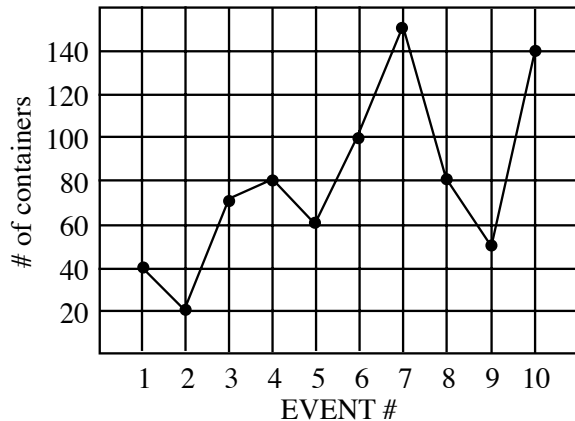
Using the answer from above, round it to the nearest ten-thousand.

C) ANSWER _____



WORKSHEET E – CHARTS, GRAPHS and TABLES

1. Benjamin's youth group has been keeping track of how many used oil collection containers it distributes to residents at events during the year. The chart below shows the number of containers distributed at each event.

USED OIL CONTAINER DISTRIBUTION

What is the largest number of containers given away at a single event?

A) ANSWER _____

At which event did the number of containers given away decrease the most from the prior event?

B) ANSWER (give # of event) _____

How many containers has the youth group given away so far?

C) ANSWER _____

What is the average number of containers given away at the events?

D) ANSWER _____

2. When used motor oil is recycled, the product is referred to as "re-refined oil." This oil can be used as lubricating oil in machinery and in vehicles. Table D-1 shows how much used motor oil it takes to produce re-refined oil. Calculate the quantities for A, B, and C.

TABLE D-1

Used Oil	Re-refined Oil
4 quarts	2.5 quarts
8 quarts	5 quarts
12 quarts	A) __ quarts
B) __ quarts	10 quarts
20 quarts	C) __ quarts

A) ANSWER _____

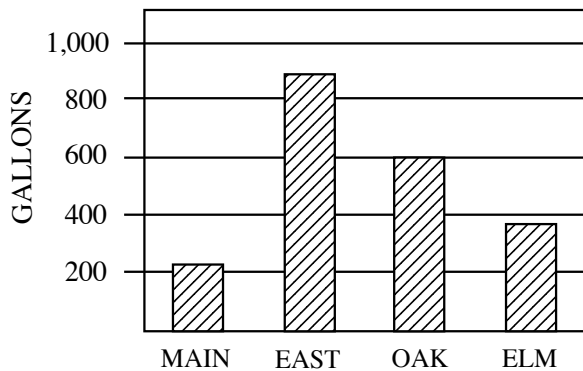
B) ANSWER _____

C) ANSWER _____



Charts, Graphs and Tables – page 2

3. USED OIL COLLECTED – 2001



Kim's dad owns four service stations that are also used motor oil certified collection centers. She made the chart above to compare how much used motor oil was collected at each location in 2001.

Estimating to the nearest hundred, what is the total number of gallons collected?

A) ANSWER _____

How much more was collected at East Station than at Elm Station?

B) ANSWER _____

Estimating to the nearest hundred, what is the difference between the least amount collected and the greatest amount collected?

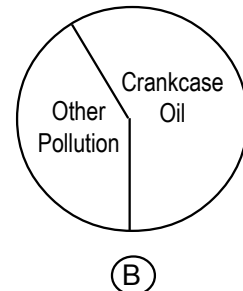
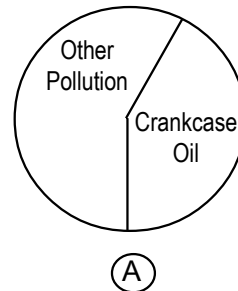
C) ANSWER _____

What is the average amount collected by the stations in 2001?

D) ANSWER _____

4. Crankcase oil from boat engines causes more than 40 percent of the total oil pollution in U.S. harbors and waterways. Which pie chart appears to illustrate this statistic?

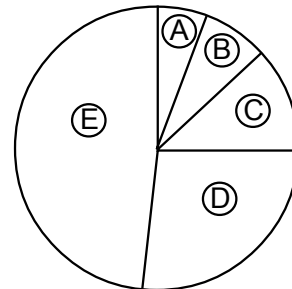
CAUSES OF POLLUTION
IN U.S. HARBORS AND WATERWAYS



ANSWER _____

5. Matt's class surveyed residents about how often they changed their motor oil. This is an unlabeled pie chart of the results.

OIL CHANGE FREQUENCY



A) ANSWER _____

B) ANSWER _____



Oil Recycling Pledge and Container Coupons

THE CITY OF WEST COVINA
WANTS YOU TO RECYCLE YOUR USED MOTOR OIL

RECYCLE USED OIL

FOR QUESTIONS CALL 1-888 CLEAN LA OR CALL CITY HALL AT (626) 814-8411

CERTIFIED COLLECTION CENTERS

Recycle your used motor oil by taking it to one of the 12 collection centers in the city. For a listing of the centers call 1-888- CLEAN LA or City of West Covina Environmental Management at (626) 814-8411.

You can also take your used oil filters for recycling to:

Sunset Auto 1333 W. Merced Ave. (626) 835-3727
Pep Boys Automotive 1540 E. Amar Rd. (626) 810-9936

Remember to call the collection centers for business hours and amount of oil accepted. Please NO household hazardous waste.

Pledge Card

Please print name
I, _____, do
pledge to recycle used
oil when and if I change
my car's own motor oil.

Please tear off this portion and return it
with your used motor oil

Funded by the California Integrated Waste Management Board

Oil Recycling Container Coupons

IRVINE RECYCLES USED MOTOR OIL!

Did you know that you can recycle your used motor oil safely and easily right here in the City of Irvine? That's right...All you need to do is bring your used motor oil in a sealed container to one of the conveniently located State Certified Used Oil Collection Centers in Irvine. And, State Certified Used Oil Collection Centers will pay you \$.04 for each quart you recycle!

IF YOU HAVE ADDITIONAL QUESTIONS ABOUT USED MOTOR OIL RECYCLING, PLEASE CALL THE IRVINE RECYCLES HOTLINE (714) 724-7649.

This program is brought to you by the City of Irvine and made possible by a grant from the California Integrated Waste Management Board.

Do You Need a Container?

THIS COUPON IS GOOD FOR 1 FREE 15-QUART USED OIL RECYCLING CONTAINER!

(one per household and must be an Irvine resident)

Just mail us this coupon and the Orange County Conservation Corps will deliver the container to you within two weeks!

NAME _____

ADDRESS _____ ZIP _____

DAY PHONE _____

MAIL COUPON TO: MS. JUV. MOORE, PROGRAM SPECIALIST, CITY OF IRVINE, POST OFFICE BOX 19375, IRVINE, CA 92713

IRVINE CITY Auto Parts
14427 Culver Rd.
Irvine, CA 92618
(714) 551-1508

Firestone
42 Auto Center Dr.
Irvine, CA 92618
(714) 629-0709

Jeff's Auto
8777 Irvine Blvd.
Irvine, CA 92618
(714) 753-0665

Auto Service 2000*
1110 Reynolds Rd.
Irvine, CA 92614
(714) 812-1816
*Paper oil filter only (2000)



CUT HERE

DRAIN CONTAINER COUPON

This coupon entitles patron to one free used oil drain container.
One oil drain container per person. No coupon duplications accepted.
Offer limited to available supply

☒ 5 gallons/day ☒ 20 gallons/person/day ☒ Do not mix oil with other liquids

☒ Take used oil to nearest Certified Used Oil Collection Center during business hours ☒ Give your used oil to an attendant and ask for your \$0.16 per gallon recycling incentive

City of Lake Elsinore

Using coupons or pledges in your public education materials that the participant must return in order to receive a product is a great way to track response to a public education piece. By returning the coupon, the DIYer has moved a step closer to the goal of recycling used oil.

Oil Filter Recycling Hang Tag



In an effort to increase the number of used oil filters recycled through their curbside program, the City of Santa Monica created this used oil filter hang tag. The purpose of the Tag is to remind DIYers that oil filters can be recycling with their used oil. The city has collected baseline data on filters being collected prior to the tag. They will be able to evaluate the effectiveness of this public education piece based on future filters collected.

Doorhanger Survey

What Goes Around Comes Around...

One quart of motor oil pollutes 250,000 gallons of fresh water!

One gallon of used oil makes 2.5 quarts of motor oil...Compared to 42 gallons of new crude.

Never dump used oil or other wastes in or near the gutter.

Don't throw trash in the streets.

Do sweep your sidewalks instead of hosing them.

Do use environmentally friendly pest controls.

Make sure you clean up after your pets.

Recycle oil and participate in Irvine's recycling programs.

Report illegal dumping to:

City of Irvine
One Irvine Center Plaza
Irvine, California 92614
PO Box 16075
Irvine, California 92613-1075

THE OCEAN BEGINS AND ENDS WITH YOU.

Did you know that oil pollutes everything in its path when it is dumped into the gutters and catchbasins? Every year, millions of gallons of used motor oil are dumped into our neighborhood's environment, and it ends up in coastal waters. When oil or anything that is dumped, swept, washed by hoses, or pushed by rainwater into the storm drain, it flows directly into the ocean untreated. All the motor oil and antifreeze ends up in the same place... at your favorite beach.

Illegal dumping practices are harmful to the environment and lead to expensive fines. Now, there are convenient locations in Irvine that collect the used oil for recycling. Used oil can be re-refined and turned into usable oil for your vehicle or used as fuel for ships.

To make oil recycling easier, the City of Irvine in cooperation with participating businesses and the California Integrated Waste Management Board are providing free used oil collection containers to Irvine residents. These reusable recycling containers can be sealed and taken to your nearest certified used oil recycling center. **Phone 800-553-2962 for the location near you.**

You are our greatest asset! Developing NEW attitudes and good habits are the keys to effective management of hazardous and solid waste. Recycling is important to America's future. As we break our wasteful habits and recycle more, we save energy, protect our bays, wetlands and oceans, and extend the lives of our landfills.

Notice our City's new catch basin warning symbols when they appear on storm drains in your neighborhood. Share with your children and neighbors what you've learned about the dangers of oil dumping. Recycle your used oil and other waste in the proper manner. When you keep your neighborhood clean, you keep our oceans clean.

☐ Send me a used oil recycling information packet.

☐ I would like to obtain a used oil recycle container.

Send me information on the City of Irvine's Recycling Program.

☐ Residential

☐ Business

Name: _____

Address: _____

ZIP: _____

Phone: _____

A BLUER TOMORROW

CITY OF IRVINE

RECYCLE USED OIL

CALIFORNIA INTEGRATED WASTE MANAGEMENT BOARD

This doorhanger prepared by the City of Irvine that includes a simple survey enables the city to track responses to this public education effort.

Used Oil Recycling Intercept Survey

This survey was designed to be used in a variety of venues (mall, events, supermarkets, etc.) to measure the effectiveness of promotional efforts implemented as part of an oil recycling program. This survey is divided into four sections. The first section covers general recycling. The second covers the specific message of your jurisdiction (***you should revise these questions to include information relating to your specific public education campaign***). The third section covers attitudes on used oil recycling and the fourth covers demographic information.

We are conducting a brief survey on behalf of the city/community of _____. We'd like to ask you several questions about your awareness and opinions on recycling. This brief survey will take less than three (3) minutes. If you are unsure or don't know an answer, please tell me. May we begin?

SECTION 1—General Recycling Information

1. Name things that can be recycled:

1) _____	4) _____
2) _____	5) _____
3) _____	6) _____

If used motor oil is NOT mentioned ask:

Do you know if used motor oil can be recycled? ____yes ____no

2. Do you recycle any of these?

Aluminum cans	_____ Yes	_____ No	_____ Don't know
Cardboard boxes	_____ Yes	_____ No	_____ Don't know
Used motor oil	_____ Yes	_____ No	_____ Don't know
Glass/plastic bottles	_____ Yes	_____ No	_____ Don't know
Used tires	_____ Yes	_____ No	_____ Don't know
Other:	_____		

Where do you take your recyclables?

1) _____	3) _____
2) _____	4) _____

SECTION 2—Specific questions related to your used oil recycling message (examples)

3. Does our city have residential or curbside collection of used motor oil?

_____ Yes _____ No _____ Don't know

Used Oil Recycling Intercept Survey

4. Have you seen advertisements, posters or other media with the slogan "Protect What We Drink?"
 _____ Yes _____ No _____ Don't know

If yes, do you know what action the advertisements, posters, or other media wanted you to take?

5. How many gallons of oil do think Americans illegally dispose of each year?

_____ 500 thousand gallons
 _____ 1 million gallons
 _____ 50 million gallons
 _____ 250 million gallons
 _____ 500 million gallons

6. Recycling used motor oil could save about how many barrels of oil a day?

_____ 1 barrel
 _____ 1 hundred barrels
 _____ 1 thousand barrels
 _____ 1 million barrels
 _____ 50 million barrels

SECTION 3—Attitudes on used oil recycling

7. With respect to other recycling efforts, how important to the environment is recycling used oil?
 (1 meaning not very important and 5 meaning very important)

1 2 3 4 5

8. With respect to other recycling efforts, how convenient is oil recycling?
 (1 meaning very inconvenient and 5 meaning very convenient)

1 2 3 4 5

9. Do you change your own oil?
 _____ Yes _____ No _____ Don't know

If yes, on the average about how often?

_____ Every 3 months
 _____ Every 6 months
 _____ Every 9 months
 _____ Every 12 months
 _____ Every 18 months

How many cars do you have: _____

Used Oil Recycling Intercept Survey

If no, where do you get your oil changed?

- ☐ Gas station
☐ Parts/service store (Kragen, Pep Boys, etc)
☐ Oil change outlet (Jiffy Lube, Econo Lube N Tune)
☐ Repair shop
☐ Dealership
☐ Specialty store

10. Where do you recycle your used motor oil? (Or where can used oil be taken for recycling?)

- At my home ☐
 At the local repair shop ☐
 At the quick oil change shop ☐
 Other ☐
 Don't know ☐
 Don't recycle ☐

11. My community's oil recycling program offers:

- | | | | |
|---------------------------------|------------------------------|-----------------------------|-------------------------------------|
| Retailers who accept used oil | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't know |
| Curbside collection program | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't know |
| Permanent collection facilities | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't know |
| Collection events | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't know |
| Free recycling containers | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> Don't know |
| DIY oil change stations | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> Don't know |

12. Where do you get or have you seen/heard information about your community's oil recycling program?

- Radio ☐
 TV ☐
 Newspapers ☐
 Community events ☐
 Utility Inserts ☐
 Door hangers/direct mail ☐
 School educational program ☐
 Friends/family ☐
 Other ☐

13. How do you think your community's oil recycling program could be improved?

SECTION 4—Demographic Information

14. What age group do you fall in?

- Less than 20 years old _____
- 20–29 years old _____
- 30–39 years old _____
- 40–55 years old _____
- Older than 55 years old _____

15. What ethnic group best describes your background?

- African/American _____
- American Indian _____
- Asian _____
- Caucasian _____
- Filipino/Pacific Islander _____
- Hispanic/Latino _____
- Other _____

16. What is your annual household income?

- Less than \$20,000 _____
- \$20,000–\$35,999 _____
- \$36,000–\$49,999 _____
- \$50,000–\$75,000 _____
- More than \$75,000 _____

17. What is your Zip Code? _____

18. How many days each week do you listen/watch/read the following?

Radio	0	1	2	3	4	5	6	7
TV	0	1	2	3	4	5	6	7
Newspapers	0	1	2	3	4	5	6	7
_____	0	1	2	3	4	5	6	7

19. Name your favorite

- Radio station/program _____
- TV station/program _____
- Newspaper/section _____

Thank you for your assistance. Your responses will be kept in strictest confidence.

Container Survey

<p>FREE Motor Oil Collection Container to Local Residents at the following locations:</p> <ul style="list-style-type: none"> • Ventura County Government Center, HOA Main Plaza - Solid Waste Mgmt. Dept. • Oxnard City Hall, City Clerk's Office - 305 W. 3rd Street & Oxnard Fire Stations #1-6 • Oxnard, C&T Auto Parts, 165 S. Oxnard Blvd. & 5024 S. "C" St. • Thousand Oaks Police Department Resource Center - Oak's Mall 430 W. Hillcrest St. • Thousand Oaks, Jiffy Lube - 2905 Thousand Oaks Blvd. • Moorpark Community Tire - 480 Moorpark Avenue • Ventura, Parnelli Jones - 918 Thompson Blvd. & Firestone Tire & Service - 200 S. California • Camarillo City Hall - 601 Carmen Drive • Port Hueneme City Hall - 250 N. Ventura Road • Santa Paula City Hall - 970 Ventura Road • Simi Valley residents call the Resource Conservation Center at 805-583-6321 • Ojai, Adamson Auto Repair - 214 S. Bryant, Gabriels Independent Repair - 65 W. Baldwin Rd • Ojai Valley Imports - 996 E. Ojai Ave. • Fillmore residents call 524-3701 for more information 		
<p><i>Containers Available While Supplies Last</i> For more information call your local City Hall!</p>		

1. Where do you live? (please check)

<input type="checkbox"/> Camarillo	<input type="checkbox"/> Moorpark	<input type="checkbox"/> Thousand Oaks	<input type="checkbox"/> Oak Park, Oak View
<input type="checkbox"/> Fillmore	<input type="checkbox"/> Port Hueneme	<input type="checkbox"/> Ventura	<input type="checkbox"/> SB County
<input type="checkbox"/> Ojai	<input type="checkbox"/> Santa Paula	<input type="checkbox"/> El Rio	<input type="checkbox"/> LA County
<input type="checkbox"/> Oxnard	<input type="checkbox"/> Simi Valley	<input type="checkbox"/> Newbury Park	<input type="checkbox"/> Other

2. How many and what type of vehicles do you own?

<input type="checkbox"/> Car	<input type="checkbox"/> Recreational Vehicle	<input type="checkbox"/> Truck	<input type="checkbox"/> Airplane
<input type="checkbox"/> Van	<input type="checkbox"/> Motorcycle	<input type="checkbox"/> Boat	<input type="checkbox"/> Other

3. How many times a year do you change the oil in all of your vehicles? _____

4. How often do you change your own motor oil?

☐ Never, I take it to a garage to have my oil changed
☐ I change my oil every 3,000 miles
☐ Someone else in my household changes the oil

5. How do you dispose of used motor oil?

☐ I recycle it at a Used Oil Collection Center (If so, where? _____)
☐ I take it to Household Hazardous Waste Collection Events (If so, which event? _____)
☐ Store it
☐ Put it in the trash
☐ Other _____

6. Do you recycle your oil filter? ☐ yes ☐ no

If so, where? _____

7. Do you use rerefined motor oil in your vehicles? ☐ yes ☐ no

If no, why? _____

8. Have you seen or heard any used oil advertisements before? ☐ radio ☐ newspaper ☐ TV

Name: _____ Address: _____

Program Survey

Used Oil Campaign Pre- & Post-Survey

Prepared for the County of Santa Clara
May 1, 1996

Research Objective and Methodology

Objective

To measure increased awareness of the oil recycling advertising/marketing campaign among the target market.

Methodology

Telephone surveys were conducted before the advertising/PR campaign started (July 1995) and after the campaign ended (April 1996).

The same survey was used during each phase of the campaign to get an accurate base line (point of comparison).

Surveys were conducted among the campaign target markets:

- Santa Clara County Residents*
- Males
- 16 to 45 years of age
- 50 percent Hispanic
- 50 percent Non-Hispanic

A total of 1,200 surveys were conducted:

- 600 surveys in July 1995
- 600 surveys in April 1996

* A random sampling of respondents were selected from all 15 cities within Santa Clara County and the unincorporated areas.

Used Oil Survey

Hello my name is _____. I am with the Discovery Research Group, and we are doing a short survey on motor oil.

IF MALE ASK: If you are between the ages of 16 to 45, I would like to ask you just a few short questions about motor oil.

IF FEMALE ASK: Is there a male in your household between the ages of 16 to 45 years old. I would like to ask him just a few short questions about motor oil.

In order to insure this survey reaches a mix of people of different ages and races I need to ask you two quick questions first.

1. Which of the following age categories do you belong? READ LIST.
 - ☐ Under 16. ASK TO SPEAK TO A MALE BETWEEN THE AGE OF 16 TO 45.
 - ☐ 16 to 18
 - ☐ 19 to 24
 - ☐ 25 to 34
 - ☐ 35 to 45
 - ☐ Over 45. ASK TO SPEAK TO A MALE BETWEEN THE AGE OF 16 TO 45.
 - ☐ No answer. TERMINATE SURVEY

2. Which of the following race or ethnic group do you belong? READ LIST.
CHECK QUOTA.
 - ☐ White
 - ☐ Black
 - ☐ Hispanic
 - ☐ Asian
 - ☐ America Indian
 - ☐ Other _____
 - ☐ No answer. TERMINATE SURVEY

Now for the survey.

3. Do you change the oil in your car yourself or do you take it to a shop?
DO NOT READ LIST.
 - ☐ Change oil himself
 - ☐ Takes car to a shop. SKIP TO QUESTION 6.
 - ☐ Both
 - ☐ Other _____

4. The last time you changed your motor oil what did you do with the oil?
DO NOT READ LIST.

- ☐ Curbside pickup. SKIP TO QUESTION 8.
 - ☐ Drop-off station. SKIP TO QUESTION 8.
 - ☐ Trash can
 - ☐ Buried in ground
 - ☐ Pour down storm drain
 - ☐ Other _____
 - ☐ Don't remember
5. Are you aware of any other ways to get rid of your used oil? DO NOT READ LIST.
- ☐ Curbside pickup. SKIP TO QUESTION 8.
 - ☐ Drop-off stations. SKIP TO QUESTION 8.
 - ☐ Other _____ SKIP TO QUESTION 7.
 - ☐ Not aware of curbside pick-up or drop-off stations. SKIP TO QUESTION 7.
6. If you were to change your oil yourself, how would you get rid of the used oil?
DO NOT READ LIST.
- ☐ Curbside pickup. SKIP TO QUESTION 8.
 - ☐ Drop-off stations. SKIP TO QUESTION 8.
 - ☐ Other _____
 - ☐ Not aware of any other method.
7. Are you aware that Santa Clara County offers a curbside pickup program for used motor oil?
- ☐ Aware
 - ☐ Not aware
 - ☐ Don't know/no answer
8. Can you recall seeing or hearing any commercial that talked about the proper way of disposing of used motor oil?
- ☐ Yes
 - ☐ No. SKIP TO QUESTION 10
 - ☐ Don't know/not sure. SKIP TO QUESTION 10
9. What can you tell me about the commercial? PROBE!!!!
(WHO WAS IN THE COMMERCIAL, WHAT DID THEY SAY, WHAT WAS THE MESSAGE)

10. Do you remember a TV or radio commercial that went something like —
 A young boy watches his father and older brother working on a car.
 The boy explains how he told his father to get rid of used motor oil
 by pouring it into a plastic jug and placing it at the curb for pick
 up or by taking the jug to a recycling center.

Do you recall this commercial?

- ☐ Yes remember
☐ No don't remember. SKIP TO QUESTION 12.
☐ Don't know/not sure. SKIP TO QUESTION 12.

11. Do you remember where you saw or heard the commercial, was it...? READ LIST AND
 CHECK ALL THAT APPLY

- ☐ TV
☐ Radio
☐ Newspaper
☐ On the side of a bus
☐ Other _____
☐ Don't remember

Finally, I have just two more questions.

12. Do you live in a house or an apartment?

- ☐ House
☐ Apartment
☐ Other _____
☐ No response

13. Which of the following categories best reflects your annual household income?
 READ LIST.

- ☐ Under \$20,000
☐ \$20,000 to \$34,000
☐ \$35,000 to \$49,000
☐ \$50,000 to \$74,000
☐ \$75,000 to \$99,000
☐ \$100,000 and above
☐ No response

Thank you very much for your time.

**FREE
Gift**

Every Drop Makes A Difference!

Did you know the effect that a drop of used motor oil can have on our water supply? Just one gallon of used oil can pollute one million gallons of our drinking water.

Used oil is the most commonly generated hazardous waste in California and in the nation. In 1997, 135.8 million gallons of motor oil were purchased in California alone. Most of this oil was eventually recycled; unfortunately, 24.7 million gallons of used oil were unaccounted for.

The improper disposal of used oil poses a threat to both the public and the environment. That's why it's illegal to throw used motor oil in the trash. Used oil can hurt our environment, family members, trash handlers and landfill workers. If used oil is poured into household drains or dumped into storm drains, it can upset operations at wastewater treatment plants and cause damage to local waterways and beaches.

Recycling is the only environmentally friendly way to handle used motor oil. Recycling helps preserve this natural resource.

Used Oil Can Be Turned Into New Motor Oil!

Through funding from the California Integrated Waste Management Board, the Anaheim Fire Department has made the recycling of used motor oil and used oil filters easy and convenient. Take advantage of one of the 30 Used Oil Collection Centers established throughout Anaheim. Simply drain your oil into a clean plastic container with a lid. Place used oil filters into a plastic bag and seal it. **PLEASE DO NOT MIX USED OIL WITH ANY OTHER SUBSTANCE - ESPECIALLY WATER. Every Drop Really Does Make A Difference!**

For more information, please call (714) 765-4154.

*SOURCE: Used Oil Management Teleconference (California Department of Toxic Substances Control)

Anaheim's Used Oil Recycling Program

Dear Anaheim Resident,

The goal of Anaheim's Used Oil Recycling Program is to make the recycling of used motor oil easy and convenient. To achieve this goal we need your help and support. By completing this survey, you can help us better understand the used oil recycling needs of Anaheim residents. In exchange for your assistance with our program, our volunteers will deliver a FREE 15-quart used oil storage container to your home.

We appreciate your prompt handling of this survey! You may fax this to us at (714) 765-4608, you may also call us at (714) 765-4154 and provide your answers to one of our representatives; or you can mail this survey to us at 'Anaheim's Used Oil Recycling Program', 201 S. Anaheim Blvd., MS #300, Anaheim, CA, 92805.

1. What is your zip code? _____
2. Did you know about our program prior to this survey? ☐ yes ☐ no
3. If you answered yes to Question 2, how did you hear about our program? (Please check all that apply.)
☐ newspaper ☐ radio ☐ City magazine ☐ direct mail ☐ friend ☐ City sponsored event
☐ retail store ☐ City web site ☐ door hanger ☐ TV ☐ other _____
4. Do you live in a household with any of the following: ☐ motorcycle ☐ truck ☐ boat ☐ car
5. Do you change your own motor oil? ☐ yes ☐ no
6. Considering the items you identified in Question 4, how often do you conduct an oil change per year?
☐ 1-2 times ☐ 3-4 times ☐ 5-6 times ☐ 7-8 times ☐ 9 or more times
7. Which of the following do you think is the most commonly generated hazardous waste in California?
☐ used paint ☐ paint remover ☐ used oil ☐ pesticides ☐ household cleaners
8. How many gallons of oil do you think were purchased in California in 1997?
☐ 135.8 million ☐ 1.35 million ☐ 12.5 million ☐ 12.5 billion
9. Do you have any used oil stored in your garage? ☐ yes ☐ no
10. How do you dispose of your used oil? ☐ in the trash ☐ on the ground ☐ down the drain ☐ other
11. Do you know where you can recycle your used motor oil? ☐ yes ☐ no
12. Have you tried to use a collection center and the center was closed or you were turned away because the tank was full?
☐ yes ☐ no
13. Is it legal to throw used oil filters away in the trash? ☐ yes ☐ no
14. Can used motor oil be recycled if it is mixed with any other substance (water, gas, etc.)? ☐ yes ☐ no
15. How much oil does it take to pollute one million gallons of drinking water?
☐ 10 gallons ☐ 100 gallons ☐ 1000 gallons ☐ 1 gallon
16. Where do you think Anaheim gets 75% of its drinking water? ☐ Colorado River ☐ groundwater ☐ Northern California
17. Age group: ☐ 16-18 ☐ 19-24 ☐ 25-34 ☐ 35-45 ☐ Over 45
18. Ethnic group: ☐ White ☐ Black ☐ Hispanic ☐ Asian ☐ Other
19. Sex: ☐ Male ☐ Female

Program Survey

WE



YOUR

- 1.** Do you or does anyone in your household change the oil in your own vehicles? ☐ YES ☐ NO ☐ DON'T KNOW

Where do you take your used oil? _____

- 2.** Did you know that many products in your home, such as drain and oven cleaners, bleach, mothballs, paint and gasoline, are considered hazardous waste? ☐ YES ☐ NO ☐ DON'T KNOW

When you need to get rid of these products, where would you take them for safe disposal?

THANK YOU!

Example of a short survey to use at community events



CITY OF LAKEWOOD USED OIL RECYCLING SURVEY



The mission of the Lakewood Used Oil Recycling Program is to develop and promote alternatives to the illegal disposal of used motor oil. To fulfill this mission, a Lakewood network of collection opportunities has been established, and outreach efforts are being undertaken to inform and motivate residents to recycle used motor oil.

In an effort to evaluate the effectiveness of our efforts, we would appreciate you taking a few minutes to complete the following questionnaire. Your candid comments and patient response will provide invaluable information, and help improve the program. Please return the questionnaire in the enclosed envelope by September 30, 1997. Again, we appreciate your cooperation with this request.

1. Name (optional) _____
2. Address (optional) _____
3. Age _____ Sex: ☐ Male ☐ Female
4. Do you have a city-provided oil recycling kit? ☐ Yes ☐ No If not, go to question 7.
5. How did you find out that you could receive your free oil recycling kit?
 - _____ Lakewood Community News
 - _____ Lakewood Web Site - LakewoodCity.org
 - _____ Lakewood CityLine - (562) 925-HELP
 - _____ Park Facility or Community Center
 - _____ Community Sponsored Event
6. Where did you receive your oil recycling kit?
 - _____ Pan American Fiesta
 - _____ Neighborhood Watch Safety Expo & Picnic
 - _____ City Hall
 - _____ Used Oil Container Giveaway at a Certified Collection Center
7. Do you change your own oil in your automobile? ☐ Yes ☐ No
8. Do you have your oil changed at a local quick-lube shop? ☐ Yes ☐ No
If so, which shop? _____

9. Do you take the used oil to a State Certified Collection Center for Recycling? ☐ Yes ☐ No
If so, which center? _____
10. Do you take advantage of the .16¢ rebate the State Certified Centers offer? ☐ Yes ☐ No
11. In your efforts to recycle your used oil, have you encountered any problems? If so, briefly describe:

12. Any suggestions to improve the Used Oil Recycling Program? _____

Thanks for your time!

This survey funded by a grant from the California Integrated Waste Management Board.

New Resident Brochure

This brochure was designed to be given to new residents by real estate agents. It includes a mail-in coupon for more information, which allows you to evaluate the effectiveness of this public education piece in reaching a new audience.



Look for these products that may contain hazardous ingredients:

Cleaning Products

- Drain openers
- Oven cleaners
- Metal or furniture polish
- Spot removers

Automotive Products

- Motor oil and oil filters
- Gasoline and solvents
- Brake or transmission fluids
- Antifreeze
- Auto batteries
- Polishes and wax

Miscellaneous

- Driveway sealer
- Roofing tar
- Small engine or boat fuel
- Hobby or photo chemicals

Pesticides

- Weed killers
- Insecticides
- Fertilizers with weed killer
- Wood preservatives
- Rat or insect poisons
- Pool chemicals

Paint & Paint Products

- Paints and thinners
- Paint removers
- Stains and varnishes
- Aerosol cans
- Epoxies and adhesives

This is a partial list. If you are not sure about other products, call **206-296-1692** or **1-888-ToxicEd**.

Interested in protecting your home, your family and the natural environment?

This brochure can help you safely dispose of household hazardous wastes. You can also send for a **free Green Home Kit** - including practical tips on environmentally friendly gardening and lawn care, choosing the least toxic household products, and finding "green" businesses (such as auto repair & health care).

To receive a free **Green Home Kit**, fill out & mail this postcard.

☐ Please send me a free **Green Home Kit**.

Name _____

Address _____

City _____ State _____ Zip Code _____

This is a publicly supported service of the Local Hazardous Waste Management Program in King County. Your name will not be sold for marketing purposes.

Send for a Green Home Kit

Place Stamp Here

Household Hazardous Waste Education
Local Hazardous Waste Management Program in King County
130 Nickerson St., Suite 100
Seattle, WA 98109-1658



Be a good neighbor.

Follow these general guidelines:

- **Choose products wisely.**
Ask your retailer or household hazardous waste program if safer or less toxic alternatives are available.
- **Read the label.**
Avoid products labeled "Danger" or "Poison." Products with labels that say "Warning" or "Caution" are less hazardous. Carefully follow the directions for use and storage.
- **Buy small amounts.**
Avoid creating waste. Buy only what you will use right away. Share leftovers with friends or neighbors.
- **Buy recycled products.**
Look for recycled paint, motor oil and antifreeze.
- **Don't mix household products together.**
Their ingredients may not be compatible.
- **Store in original containers.**
Keep labels intact.

Oil Recycling Promotion


Contests, giveaways, and coupons such as this promotion that requires some action from the participants provide built-in evaluation.

NAPA OIL RECYCLE DAY



Sunday July 27, 1997
9:00am-5:00pm
Benefiting
NAPA SEA SCOUTS
Boy Scouts of America



**WIN A
PENNZOIL REMOTE
CONTROL CAR**

Sponsored by:
 Jiffy Lube, Napa Cities and
 County Oil Recycling Programs,
 & the California Integrated
 Waste Management Board.

**BECAUSE
We CARE**



605 Lincoln Ave. • Napa
254-9934
 (In K-Mart Shopping Center)

We Accept






- Car Wash
- FREE Oil Recycling Containers
- Frisbees
- T-Shirts
- Prizes

Bring your used oil, or select re-refined oil for your oil change & receive a FREE T-SHIRT.

Napa Jiffy Lube Will Donate
\$5.00
For Every Signature Service Oil Change in July to Napa Sea Scouts
 with this coupon only.
 Not good with any other offer



COMPREHENSIVE USED OIL RECYCLING PROGRAM ASSESSMENT

This assessment is designed help you evaluate the progress of your Used Oil Recycling Program. Use it as a tool to ensure that you are on track in developing and implementing activities that will help you achieve results through your program.

As you complete each question, record your score in the “Your Points” column. Total your score for each section. After completing all the sections, total your final scores in the spaces provided.

The assessment is divided into two parts. Part I includes “Yes” or “No” questions. These questions are primarily related to establishing evaluation systems and process evaluation. You can score a possible 150 points in this section.

Part II relates primarily to the results of your activities or impact evaluation. To complete Part II, you will need to review the information you have recorded, such as surveys, the amount of oil collected and other evaluation efforts. Your points will be based on participant responses. You can score a possible 75 points in this section.

After completing the assessment, combine your Part I and Part II scores to get a grand total. Use this score for self-evaluation, not for comparing your program to those in other jurisdictions. If necessary, alter the questions to meet the specific needs of your program. If you customize the survey in this way, you may need to change the point allocations accordingly.

Complete the assessment annually, quarterly, or at the conclusion of programs to track progress and make improvements.



COMPREHENSIVE USED OIL RECYCLING PROGRAM ASSESSMENT

PART I

RESEARCH (3 points possible)		YES		NO		Your Points
1	Did you produce a community profile?		(1)		(0)	
2	Did you identify your target audience?		(1)		(0)	
3	Did you produce a plan for each target market?		(1)		(0)	
TOTAL POINTS						

PLANNING (5 points possible)		YES		NO		Your Points
1	Did you establish goals?		(1)		(0)	
2	Did you develop objectives?		(1)		(0)	
3	Did you outline activities?		(1)		(0)	
4	Did you compile available baseline data?		(1)		(0)	
5	Did you develop a recordkeeping system?		(1)		(0)	
TOTAL POINTS						

USED OIL COLLECTION (6 points possible)		YES		NO		Your Points
Used Oil Collection Centers						
1	Did you categorize your collection centers (service-bay/no service bay)?		(1)		(0)	
2	Did you contact your collection centers to establish a system to track DIYer oil?		(1)		(0)	
3	Did you consistently collect oil and filter data from your centers?		(2)		(0)	
4	Did you complete and submit the site visit checklist to the CIWMB for you certified collection centers?		(1)		(0)	
5	Did you develop a system to compile and review data from collection centers?		(1)		(0)	
TOTAL POINTS						

USED OIL COLLECTION (4 points possible)		YES		NO		Your Points
Permanent HHW Collection Facilities						
1	Did you compile information on oil and filters collected at the permanent HHW facility in your jurisdiction?		(2)		(0)	
2	Did you review this data to compare this collection data with other collection programs?		(1)		(0)	
3	Did you review this data to determine if there are any collection trends?		(1)		(0)	
TOTAL POINTS						

USED OIL COLLECTION (5 points possible) Agricultural Oil Collection		YES		NO		Your Points
1	Did you develop a system to compile oil data from agricultural oil collection sites?		(2)		(0)	
2	Did you track participation at collection sites?		(1)		(0)	
3	Did you track oil collection at collection sites?		(1)		(0)	
4	Did you develop a system to review your progress?		(1)		(0)	
TOTAL POINTS						

USED OIL COLLECTION (5 points possible) Marina Oil Collection		YES		NO		Your Points
1	Did you develop a system to collect oil data from marina collection sites?		(2)		(0)	
2	Did you track the number of participants using collection sites?		(1)		(0)	
3	Did you compile information on registered boats?		(1)		(0)	
4	Did you review collection, participant and registered boat information?		(1)		(0)	
TOTAL POINTS						

USED OIL COLLECTION (7 points possible) Events (Temporary or Mobile Collection)		YES		NO		Your Points
1	Did you develop a collection event report?		(1)		(0)	
2	Did you track the number of participants at collection events?		(1)		(0)	
3	Did you track the quantity of oil and filters collected at collection events?		(2)		(0)	
4	Did you track the source of participation in the collection events?		(1)		(0)	
5	Did you survey participants?		(1)		(0)	
6	Did you review collection and participation information?		(1)		(0)	
TOTAL POINTS						

USED OIL COLLECTION (9 points possible) Residential Collection		YES		NO		Your Points
1	Did you track collection stops? and oil and filters collected?		(1)		(0)	
2	Did you track the quantity of oil and filters collected?		(2)		(0)	
3	Did you track the source of calls to schedule collection?		(1)		(0)	
4	Did you track the location of participants in collection to determine underserved areas?		(1)		(0)	
5	Did you develop a follow-up survey?		(1)		(0)	
6	Did you distribute the follow-up survey?		(1)		(0)	
7	Did you develop a system to analyze collection trends?		(1)		(0)	
8	Did you develop a system to review repeat customers?		(1)		(0)	
TOTAL POINTS						

USED OIL COLLECTION (4 points possible)		YES		NO		Your Points
Load Checking Programs						
1	Did you track oil and filters collected during load checking?		(2)		(0)	
2	Did you track the number of incidents that oil and filters are found during load checking?		(1)		(0)	
3	Did you analyze this information to determine any trends?		(1)		(0)	
TOTAL POINTS						

COMMUNITY EVENTS (9 points possible)		YES		NO		Your Points
1	Did you develop a community event calendar?		(1)		(0)	
2	Did you develop a community event checklist?		(1)		(0)	
3	Did you develop a system to track attendance and participation at community events?		(1)		(0)	
4	Did you track distribution of promotional materials and retention ideas at events?		(1)		(0)	
5	Did you conduct surveys and/or interviews at 85% of your community events?		(1)		(0)	
6	Did you complete an event report after the event?		(1)		(0)	
7	Did you perform a cost/benefit analysis after your events?		(1)		(0)	
8	Did you evaluate the effectiveness in reaching your target audience after each event?		(2)		(0)	
TOTAL POINTS						

SCHOOL EDUCATION (11 points possible)		YES		NO		Your Points
1	Did you contact schools to offer oil recycling education services?		(1)		(0)	
2	Did you track responses to school contacts?		(1)		(0)	
3	Did you participate in special events/fairs/open days at schools?		(1)		(0)	
4	Did you track attendance at/response to school events?		(1)		(0)	
5	Did you develop (or adopt existing) school education programs?		(1)		(0)	
6	Did you carry out school education programs?		(1)		(0)	
7	Did you produce literature for school education programs?		(1)		(0)	
8	Did you distribute more than 85% of literature for school education programs?		(1)		(0)	
9	Did you conduct pre- and post-surveys among participating students?		(1)		(0)	
10	Did you conduct another type of program evaluation?		(1)		(0)	
11	Did you conduct follow-up surveys or another type of evaluation among participating students?		(1)		(0)	
TOTAL POINTS						

PUBLIC EDUCATION (5 points possible)		YES		NO		Your Points
Campaign						
1	Did you list campaign objectives and budget?		(1)		(0)	
2	Did you create a campaign slogan?		(1)		(0)	
3	Did you produce a timeline (with launch and end dates)?		(1)		(0)	
4	Did you distribute your campaign objectives, budget, slogan and timeline internally?		(1)		(0)	
5	Did you launch your campaign internally first?		(1)		(0)	
TOTAL POINTS						

PUBLIC EDUCATION (7 points possible)		YES		NO		Your Points
Media Relations						
1	Did you produce a media relations plan?		(1)		(0)	
2	Did you distribute a news release on a monthly basis?		(1)		(0)	
3	Did you update your media list?		(1)		(0)	
4	Did you contact reporters by phone or in person?		(1)		(0)	
5	Did you pitch at least one feature story?		(1)		(0)	
6	Did you track print media coverage?		(1)		(0)	
7	Did you track radio and TV coverage?		(1)		(0)	
TOTAL POINTS						

PUBLIC EDUCATION (17 points possible)		YES		NO		Your Points
Mass Media/Advertising						
1	Did you produce an advertising plan?		(1)		(0)	
2	Did you distribute an advertisement or PSA quarterly?		(1)		(0)	
3	Did you contact public service directors?		(1)		(0)	
4	Did you track advertisements or PSA s?		(1)		(0)	
5	Did you produce billboard/bus shelter advertising?		(1)		(0)	
6	Did you track placement of billboards/bus shelters?		(1)		(0)	
7	Did you produce street banners or utility pole banners?		(1)		(0)	
8	Did you track placement of street or utility pole banners?		(1)		(0)	
9	Did you advertise in existing newsletters/utility bill inserts?		(1)		(0)	
10	Did you track placement in existing newsletters/utility bill inserts?		(1)		(0)	
11	Did you launch a web site or add used oil recycling information to an existing web site?		(1)		(0)	
12	Did you track web site hits?		(1)		(0)	
13	Did you include your web site address in all PSAs, ads, billboards, banners, etc?		(1)		(0)	
14	Did you recruit local celebrity/VIPs to endorse your program?		(1)		(0)	
15	Did you include endorsements in your advertising whenever applicable?		(1)		(0)	
16	Did you establish a hotline/information number or use the 1-800-CLEANUP number?		(1)		(0)	
17	Did you include hotline/information number on all relevant items?		(1)		(0)	
TOTAL POINTS						

PUBLIC EDUCATION (16 points possible) Informational Media/Promotional Items		YES		NO		Your Points
1	Did you produce a newsletter/brochure/flyer?		(1)		(0)	
2	Did you distribute more than 85% of newsletters/brochures/flyers?		(1)		(0)	
3	Did you track distribution of newsletters/ brochures/ flyers?		(1)		(0)	
4	Did you produce posters?		(1)		(0)	
5	Did you distribute more than 85% of posters?		(1)		(0)	
6	Did you track placement of posters?		(1)		(0)	
7	Did you implement a storm drain stenciling program or ensure that one already exists?		(1)		(0)	
8	Did you track storm drain stenciling?		(1)		(0)	
9	Did you produce retention items (e.g. pencils, magnets)?		(1)		(0)	
10	Did you distribute more than 85% of retention items?		(1)		(0)	
11	Did you track distribution of retention items?		(1)		(0)	
12	Did you produce theater, mall or other public displays?		(1)		(0)	
13	Did you track placement of these displays?		(1)		(0)	
14	Did you include a hotline/contact number on items?		(1)		(0)	
15	Did you include your web site on all relevant items?		(1)		(0)	
16	Did you include celebrity/VIP endorsements on all relevant items?		(1)		(0)	
TOTAL POINTS						

PUBLIC EDUCATION (16 points possible) Direct Media		YES		NO		Your Points
1	Did you produce floor/shelf graphics for stores where oil is sold?		(1)		(0)	
2	Did you distribute more than 85% of floor/shelf graphics?		(1)		(0)	
3	Did you track placement of floor/shelf graphics?		(1)		(0)	
4	Did you produce point of purchase (POP) displays for stores where oil is sold?		(1)		(0)	
5	Did you distribute more than 85% of POP displays?		(1)		(0)	
6	Did you track placement of POP displays?		(1)		(0)	
7	Did you mail brochures/newsletters/flyers directly to your target audience?		(1)		(0)	
8	Did you track distribution of direct mail?		(1)		(0)	
9	Did you track responses to direct mail?		(1)		(0)	
10	Did you produce door hangers?		(1)		(0)	
11	Did you distribute more than 85% of door hangers?		(1)		(0)	
12	Did you track distribution of door hangers?		(1)		(0)	
13	Did you track responses to door hangers?		(1)		(0)	
14	Did you include a hotline or contact number on all relevant items?		(1)		(0)	
15	Did you include your web site on all relevant items?		(1)		(0)	
16	Did you include celebrity/VIP endorsements on all relevant items?		(1)		(0)	
TOTAL POINTS						

PUBLIC EDUCATION (7 points possible) Interactive Media/Programs/Events		YES		NO		Your Points
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1	Did you purchase collection containers?		(1)		(0)	
2	Did you place identifying stickers, including contact numbers, on collection containers?		(1)		(0)	
3	Did you distribute more than 85% of collection containers?		(1)		(0)	
4	Did you track distribution of collection containers?		(1)		(0)	
5	Did you produce coupons/incentives?		(1)		(0)	
6	Did you distribute more than 85% of your coupons/incentives?		(1)		(0)	
7	Did you track use of/responses to coupons/incentives?		(1)		(0)	
	TOTAL POINTS					

PUBLIC EDUCATION (14 points possible) Community/Business Relations		YES	NO		Your Points
1	Did you establish community partnerships?		(1)	(0)	
2	Did you establish business partnerships?		(1)	(0)	
3	Did you stage special oil recycling events that involved your target audiences?		(1)	(0)	
4	Did you track attendance at/response to special events?		(1)	(0)	
5	Did you participate actively in existing community events?		(1)	(0)	
6	Did you track attendance at/response to community events?		(1)	(0)	
7	Did you participate in existing business special events?		(1)	(0)	
8	Did you track attendance at/response to business events?		(1)	(0)	
9	Did you attend neighborhood meetings?		(1)	(0)	
10	Did you track attendance at/response to neighborhood meetings?		(1)	(0)	
11	Did you create a speakers' bureau and materials?		(1)	(0)	
12	Did you schedule speakers' bureau engagements regularly?		(1)	(0)	
13	Did you track speakers' bureau engagements?		(1)	(0)	
14	Did you survey attendees at speakers' bureau engagements?		(1)	(0)	
	TOTAL POINTS				

TOTAL POINTS Part One _____/150



COMPREHENSIVE USED OIL RECYCLING PROGRAM ASSESSMENT

PART II

RETENTION Data Source – Surveys/Interviews		<20% (1)	21- 40% (2)	41- 60% (3)	61- 80% (3)	>80% (5)
1	What percentage of respondents remembered your campaign slogan?					
2	What percentage of respondents remembered key message points?					
3	What percentage of respondents knew what steps to take to recycle used oil?					
4	What percentage of respondents remembered where used oil is collected?					
5	What percentage of respondents remembered why to recycle used oil?					
TOTAL POINTS						

ACCEPTANCE/ATTITUDE CHANGE Data Source – Interactive Media		<20% (1)	21- 40% (2)	41- 60% (3)	61- 80% (3)	>80% (5)
1	What percentage of participants believed that oil recycling was important?					
2	What percent of participants felt oil recycling was convenient?					
3	What percent of participants said that they would recycle their used oil?					
4	What percent of participants knew where to take their oil?					
TOTAL POINTS						

ACTION Data Source – Baselines/Tracking		<20% (1)	21- 40% (2)	41- 60% (3)	61- 80% (3)	>80% (5)
1	How much did calls and request from the general public increase during your promotional campaign?					
2	What percentage of incentives/coupons distributed were used by the public?					
3	Did used oil collection in your residential collection program increase during your promotional campaign?					
4	Did used oil collection during collection events increase during your promotional campaign?					
5	Did used oil collection at HHW facilities increase during your promotional campaign?					
5	Did used oil collection at collection centers increase during your promotional campaign?					
	TOTAL POINTS					

TOTALS	Current Assessment	Last Assessment	Percent Change
PART I (150 points possible)			
PART II (75 points possible)			
TOTAL (225 points possible)			

Completed by:	Title
Signature	Date

